



MYP Newsletter

Edition: 1

Published: 1st November 2016



دار المعرفة
dar al marefa

Message from the MYP Coordinator:

Welcome to the first edition of the MYP Monthly newsletter! It has been a very productive, exciting and busy few weeks as we set the tone for learning at the beginning of a new academic year. Our new and returning MYP staff have done a tremendous job of building a positive climate for learning whilst also setting and maintaining high expectations for behavior and learning.

We are well into the first term of learning in the MYP. Students have enjoyed the settling in period where they have been able to get to know their new teachers, get to grips with a new level of learning whilst also reflecting on who they are and who they want to become. One of my first messages as MYP Coordinator was to ensure that every child understands their responsibilities towards their school and country: *You are the future of your country*. This short statement implies a sense of belonging, responsibility and high expectations. For our students to succeed, we must believe in them and believe in their potential to become future leaders of an ambitious, fast-growing and dynamic country.

It is a privilege to be leading the MYP community at Dar Al Marefa this year, specifically because we have a talented group of teachers who have a genuine passion for their subject and for our children. With this recipe for success, we look forward to a year filled with magical moments of learning, achievement and growth.

Rizwan Khan
MYP Coordinator
Rizwan.k@daralmarefa.ae

Important dates:

- **Grade 10 Parents: 17th November 3:00pm – Personal Project Induction for parents in the MYP & DP Library.**

Meet the MYP team!



Mr. Rizwan Khan
MYP Coordinator

Mr. Rizwan earned a first class honours degree in Psychology from the University of Huddersfield and teacher training from the University of Bolton. Mr Rizwan continues his journey at dar al marefa as MYP Coordinator after having served as Head of English for four years. Prior to his experience at dar al marefa, Mr Rizwan served as an English and Psychology teacher in the UK. He also has over 9 years of experience in radio broadcasting at a commercial radio station in the UK. Mr Rizwan describes his philosophy as providing the wings of life to every student so that they realise their potential and are able to explore an ever-changing world with the necessary skills, knowledge and understanding.



Ms. Hadeel Allaf
MYP Admin Assistant

Hello everyone I am a mother of three children, I have a science associate degree from Michigan USA. This is my third year here in Dubai, but my first year joining Dar Al Marefa. I am very honored to be part of great and friendly team.

Languages Team



Mr. Patrick Miley
Subject Leader - English

“Giday!” as we say in Australia, my name is Patrick Miley and I am a Language and Literature teacher here at Dar Al Marefa. Originally I’m from Tasmania, the little island down south, where I studied to become an archaeologist but, two degrees later, instead became an English teacher. I have since been teaching and travelling for over sixteen years including South Korea and in the United Kingdom. I feel at home here in Dubai as it reminds me of Australia: the desert heart, the beautiful coast, the ancient past but relatively young modern history and a people who embrace others with warmth, hospitality and sincerity. It’s the perfect mix!



Ms. Nusrien Khan
MYP Language & Literature Teacher

Hello and Asalamualaykum, My name is Nusrien Khan and I am an MYP English Teacher, originally from the UK. I am delighted to be working here at Dar Al Marefa. Though I have not been working here long, I already feel part of this warm, family-like community - thank you! Dubai has been my home away from home for almost 10 years, and the explosion of cultural blends and local values makes Dubai a diverse and exciting place to live, work and play. I look forward to an exhilarating and productive year.



Mr. Alexander Teas
MYP Language & Literature/ Language Acquisition Teacher

Dear Community, my name is Alexander Teas and I am honoured to be living in Dubai and teaching MYP English at Dar Al Marefa Private School. Originally from the State of Maine (near Boston) in the USA, I have taught MYP English and Humanities in Malaysia, as well as English to speakers of other languages in Turkey, Singapore, South Korea and the USA. As a teacher, I am committed to the IB Mission Statement of “encouraging students from across the world to become active, compassionate and lifelong learners who understand that other people, despite their differences, can also be right”.



Ms. Shelley Potter
MYP & DP Language Acquisition / Language & Literature Teacher

Hi y'all! My name is Shelley Potter and I hail from the wonderful country of the U.S.A. (Washington, DC to be exact). I have been teaching English both in the US and abroad for the past 9 years and this marks the beginning of my second year living and working in the U.A.E (another amazing country!). I hold a Bachelor's degree in English Creative Writing & Theatre from Old Dominion University and a Master's in Teaching English to Speakers of Other Languages (TESOL) from The American University in DC. I am ecstatic to join the dar al marefa family and look forward to a productive and exciting school year.



Mr. Maged Mahrous
Subject Leader - Arabic

السلام عليكم، أنا ماجد محروس محمد، من جمهورية مصر العربية، حصلت على درجتي الجامعية من جامعة عين شمس بمصر حيث تابعت الدراسات العليا فيها حتى حصلت على درجة الدكتوراه، أنا في دبي لأول مرة، ويشرفني كثيراً التواجد هنا والعمل مع طاقم متميز ومحترف في دار المعرفة، بدأت بالعمل في تدريس اللغة العربية منذ أربعة عشر عاماً، الخمس سنوات الأخيرة منها كانت في المرحلة المتوسطة MYP ، وأنا كذلك واحد من طاقم الممتحنين في منظمة البكالوريا الدولية، أرى دائماً في تدريس اللغة العربية أنه قيمة يجب الإيمان بقدرة الطلاب على التحلي بها.



Mr. Ahmed Nizami
Language & Literature Arabic Teacher

السلام عليكم .. أحمد نظامي ، من مصر ، سعيد بالعمل للعام الأول ضمن فريق دار المعرفة ، بعد ست سنوات من العمل في دبي تحت منظومة المنهاج البريطاني ، سبقتها عشرة سنوات من العمل بوزارة التربية والتعليم المصرية . و أنا كذلك عضو في المجلس الدولي للغة العربية التابع للأمم المتحدة . أعمل دائماً على أن يدرك جميع طلابي قيمة اللغة العربية كأداة للتواصل الفعال في أغلب مواقف حياتهم.

Mr. Khalil Khateeb
Language & Literature Arabic Teacher

السلام عليكم؛
خليل الخطيب من الأردن ، بدأت حياتي العملية في مجال الصحافة حيث عملت في عدة صحف أردنية، ثم تفرغت للتدريس عام 1995 في مدارس المشرق الدولية في عمان، وانتقلت للعمل في البحرين، ثم الكويت حيث تحولت خبرتي من البرنامج البريطاني إلى برنامج البكالوريا الدولية حيث قمت بتدريسه بجميع مراحل ومستوياته وأصبحت فاحصاً معتمداً لدى منظمة البكالوريا... لدي العديد من المؤلفات في مجالات النحو والأدب والمسرح بعضها نشر وبعضها لم ينشر بعد... يسعدني أن أكون بين هذه النخبة من المحترفين في دار المعرفة، ويشرفني أن أتاحت لي الفرصة لتدريس هذه الفئة الرائعة من الطلبة.



Mr. Ammar Wishah
Language & Literature Arabic Teacher

السلام عليكم
أنا عمار وشاح من المملكة الأردنية الهاشمية ، حاصل على درجة البكالوريوس في اللغة العربية و آدابها من كلية الآداب في الجامعة الأردنية سنة 2006. كل خبرتي في برنامجي الدبلوما و السنوات المتوسطة من برنامج البكالوريا الدولية ، بدأت في 2007 مع مدرسة المونتيسوري الحديثة في الأردن و قضيت فيها خمس سنوات ثم انتقلت إلى مدرستنا دار المعرفة في دبي عام 2012 ، و أنا كذلك مدرّب في منظمة البكالوريا الدولية. أتمنى أن تستمر النتائج المتميزة في اللغة العربية والأدب لطالبات الدبلوما في هذا العام أيضاً كما كانت في العام الماضي. مع تمنياتنا لكم جميعاً بعام سعيد.

Ms. Basema Rezk
Arabic B Teacher

My name is Basema Rezk holding a Bachelor of translation and teaching is my passion, I will be teaching Arabic for non-native speakers. I am looking forward to a wonderful year and positive achievement for our children.

Sciences Team



Ms. Sarah Mohammed
Subject Leader - Science

Hello, my name is Sarah Mohammed, I was the Head of Science department at DMS from 2010 to 2012. I later re-joined the school in 3rd January 2016 as an MYP/DP Science Workshop Leader and Examiner to enrich the learning experience of the students and help them to achieve the IBDP/MYP goals. Growing up in a home of educators in Iraq and after graduating with a degree in Chemistry Education, a Master's Degree in Biochemistry, and a PGCE in Education, I began my diverse teaching career in Dubai 16 years ago. During my time as an educator, I have taught a variety of Science curriculums such as GCSE, IGCSE, MYP and DP Chemistry to a wide array of learners, ranging from grades 6 to 12. However, the one thing that has remained a constant in my career is to believe in inquiry based and experiential teaching strategies that encourage active learning.



Ms. Martha Pitta
MYP & DP Science Teacher

Hello everyone, I am Martha Carol Pitta from the green pastures of South India with a double Masters in Sciences (Zoology and Bioinformatics) and an ongoing Phd as its sequencing genes. I have 22 years of teaching experience teaching diverse curricula in India, U.S., New Zealand and Vietnam, along with 10 years teaching IBDP. I am also an IB examiner. This is my third year at Dar Al Marefa and also to live in Dubai. I have the joy of teaching and learning.



Ms. Aideen Sheahan
MYP Science Teacher

Hello, my name is Aideen Sheahan. I have a BSc in Chemistry and a Professional Diploma in Education. This is my 4th year teaching in the UAE. I joined Dar Al Marefa this year as the Science Teacher for grade 6 and 7. I'm excited about this new challenge and I'm looking forward to a very productive year where my students' reach their full potential through hands on inquiry based science.



Ms. Penelope Gourgourini
MYP & DP Science Teacher

Hello! I'm Penelope and I am a passionate Science teacher for IBDP and MYP. Also, I am an IB examiner. My experience in international IB schools in Europe has given me more momentum and enthusiasm for the IB program. I teach Biology, Physics and Chemistry and I have written a field guide about nature. Dar Al Marefa is the great environment to give me inspiration for a new educational adventure with my students. Also, I work with the IB Science team that develops the new IB Curriculum in DP Physics and MYP Science.

Mathematics team



Mr. Ben Cushlow
Subject Leader - Mathematics

Hello, my name is Ben Cushlow and I am from Hartlepool in the North East of England. This is my second year in Dubai at Dar al Marefa School, having taught in England previously for 5 years. I studied Mathematical Studies at the University of Leeds and completed my PGCE in teaching at Durham University. Dubai has become my second home and I am looking forward to the challenges and the experiences this year will bring.



Ms. Mamta Bhanot
MYP & DP Mathematics Teacher

Dear All, I am Mrs. Mamta Bhanot. My educational qualification is Masters Degree and Bachelor of Education. (B.Ed). I have overall 24 years of teaching experience for subjects Mathematics, Physics and Biology and 8 years in IB I am a firm believer of the IB philosophy. I am Examiner for IBDP Mathematics SL. In today's world we have good teachers, excellent teachers, accomplished teachers, skilled teachers but I want to be a value adding teacher. I am of the opinion that teachers should add moral and ethical values besides knowledge in the student's life.



Mr. Gearoid Sheehy
MYP Mathematics Teacher

Hi, my name is Gearoid Sheehy. I am joining Dar al Marefa this year as the Grade 7 and 8 Mathematics teacher. I have been living in the United Arab Emirates for over two years, having spent the previous two academic years teaching Mathematics in Abu Dhabi. I am very excited to join the Dar al Marefa community and I hope to create a positive and enjoyable learning experience within my classroom for each and every student.

Mr. Ibrahim Naser
MYP Mathematics Teacher

My name is Ibrahim Naser and I am an Arab American. I grew up in New York. When at first you don't succeed try, try again." These are words often uttered by my deceased father. I have often reflected this philosophy on many of the students I have come in contact with. Throughout my career I have taught high school students in both areas in math and physics. I have worked as a Math teacher in Brooklyn New York, where I was able to develop methods and techniques to aid in student understanding of critical math and science skills. I also worked in Abu Dhabi as a secondary high school teacher where I was able to share my experiences; at the same time learn more about the UAE culture.

Islamic team



Mr. Ahmad Humaidi
Islamic Teacher

السلام عليكم ورحمة الله وبركاته
أنا أحمد عبد الجواد الحميدي من الجمهورية العربية السورية ، حاصل على درجة البكالوريوس في الشريعة الإسلامية من جامعة الأزهر ، كلية أصول الدين ،
كل خبرتي في دولة الإمارات العربية المتحدة من عام 2005 إلى الآن ، والتحق بمدرستنا دار المعرفة في العام 2011 مدرسا في القسم الإعدادي والثانوي.
أتمنى لمدرستنا المزيد من التقدم والنجاح في الأعوام القادمة .



Ms. Nancy Alrousan
Islamic Teacher

السلام عليكم .. أنا معلمة التربية الإسلامية (MYP , DP) من المملكة الأردنية الهاشمية حاصلة على شهادة البكالوريوس في الشريعة الإسلامية تخصص أصول الدين من جامعة اليرموك الأردنية سنة 1997 ، بدأت العمل في مدرسة دار المعرفة هذا العام.
لدي خبرة (15) سنة داخل دولة الإمارات تحت منظومة المنهاج البريطاني والأمريكي ، و(5) سنوات في المملكة الأردنية الهاشمية.

Individuals and Societies team



Ms. Uzma Moustafa
Individuals & Societies English Teacher

Salam, I am Uzma. My teaching career started after the completion of Bachelors of Education in 2003. I pursued my Master's degree in ELT while honing my skills of teaching at Aitchison College, Pakistan. I became a member of Dar-al-Marefa family in 2013 and have been here ever since! Working in a multicultural environment here in UAE has given me an excellent opportunity of fulfilling my teaching passion and enabling my students to be ready, to face the challenges of the 21st century.



Mr. Mike Djesa
Individuals & Societies English / DP Business Teacher

Hello Folks, I am Mike Djesa, Business/Economics teacher. I am a trained economist from the University of Manchester (Bsc, PGCE & Msc) and GCE A-level Economics/Business examiner (Edexcel). Throughout my teaching career I always strive to make a difference in students' lives by contributing to their academic achievements. After many years of teaching Economics/Business in both further and higher education in the UK (Manchester College, London School of Business and Finance, INTO Manchester, etc..), I wanted a career break in order to explore what teaching is like in other parts of the world. My decision to come to Dubai was informed by one of my Qatari students in the UK. He said the following: 'teacher, if you go to Dubai you will never come back to the UK'. This strong statement shocked me and led me to join Dar al Marefa where I met with great teachers from different parts of the world bringing different skills and experiences. I yearn to add to this exciting diverse pool of talents.



Ms. Zuhoor Khasawneh
Individuals & Societies Arabic Teacher

مرحباً، انا معلمة الأفراد والمجتمعات لمرحلة MYP بدأت العمل في المدرسة هذا العام ويسرني جدا بأنني جزء من الكادر التعليمي في المدرسة ، لدي خبرة 8 سنوات في دولة الإمارات ، أكملت تعليمي الجامعي لدرجة البكالوريوس في جامعة اليرموك ب تخصص م.م للدراسات الاجتماعية حصلت على شهادة الماجستير ب مناهج الدراسات الاجتماعية وأساليب تدريسها من نفس الجامعة في الاردن



Ms. Samah AlAyoubi
Individuals & Societies Arabic Teacher

Hi, I'm Samah, I'm an Individuals and Societies teacher (MYP). I'm a new member of staff at Dar al Marefa this year. Previously I worked in Lebanon for four years between 2010 and 2014. I'm from Lebanon and I Studied at the Lebanese University (History field). I'm married and I have one child (19 months). I'm eager to give my school, Dar al Marefa, all that I have from my knowledge and my time. I'm very proud to be a member of staff at Dar al Marefa.

Arts team



Ms. Alena Siarheyeva
MYP Visual & Performing Arts Teacher

My name is Alena Siarheyeva, I am the Drama and Art teacher of Grades 6-8 at Dar Al Marefa. This is my second year here and my 16th year as a teacher. I have very high expectations of myself as a teacher as well as of my students and I have always found that to be a formula for success! I want this to be an enjoyable year for all of my students but also a productive, challenging and encouraging year.



Mr. Arjun De
MYP & DP Visual Art Teacher

Hello, I am Arjun. I hold a Masters degree in Fine Arts (specialized in Painting). My artworks have been exhibited in several countries. I have been teaching Visual Arts in Dubai for the past 6 years. I have been a part of Dar Al Marefa since 2015. I am responsible for teaching Visual Arts from Grade 8-12. I am also an IBDP Examiner for Visual Arts.

As an artist and an educator, my job is to give my students a positive learning environment in my classroom. According to me, curiosity leads to learning. Therefore, it has always been my endeavor to spark the fire of curiosity among my students. I see myself as a facilitator who can guide and direct this curiosity towards positive learning. As an artist I uphold the virtue of honesty not just in the creative process but also in life. Furthermore, I also take care to encourage my students to learn from their mistakes and eventually to correct the same.

Design team



Mr. Khalid Ashfaq
MYP Design Teacher / Service as Action Coordinator

Hello all, I'm Khalid Ashfaq and I am responsible for teaching Design in the MYP. I have a long held passion for all things Digital, and I thoroughly enjoy working with our students who never cease to amaze me with their in-depth knowledge of new technologies. I have been at dar al marefa for 5 years and I feel privileged living in such a beautiful country. I am also the Service as Action Coordinator, which involves organising our students *to connect with our local and global communities. I'm looking forward to a great year!*

Ms. Yosr Al Jundi
MYP Design Teacher

Hello, my name is Yosr Al Jundi. I have a bachelor degree in software engineering. I have ten years' experience in teaching ICT. I was teaching in Dubai International School. I joined Dar Al Marefa this year as PYP ICT teacher and MYP design teacher. I'm excited about this new challenge. My goal is not only assist and teach students the fundamentals of computer usage but also to get better acquainted with progress in the field of computer science.

Physical and Health Education team



Ms. Shaza Abdl Jawad
MYP Girls PHE Teacher

Salam, I am Shaza the PE teacher for MYP girls. I started teaching in Dar al marefa 4 years ago, my teaching experience in Dubai started 7 years ago in other schools, I'm from Syria and i studied Physical Education in Syria and taught in schools their for 2 years, I have 2 children at Dar al marefa too one is grade 10 called Mohammed and the younger is Omar in grade 7, I'm so excited to continue my teaching in Dar al marefa school.



Mr. Moustafa El Maandi
MYP Boys PHE Teacher

My name is Moustafa Gaber and I am currently the PE teacher for MYP boys. I graduated from Mansoura University, Egypt in 2007, majoring in Physical Education. I have been teaching PE since 2009 in Dubai. I have a family with 2 sons: one is aged 2 ½ and the other is just 4 months old. As you can imagine they keep me very busy! My aim is to inspire all of our students to appreciate the importance of living a healthy lifestyle, and to develop good habits whilst they are still young.

SEN team



Mr. Ali Sabir
MYP SEN Teacher

My name is Ali Sabir and I am Special Educational Needs (SEN) teacher here at Dar Al Marefa. I have post-graduation degree in special education and experience to handle all disabilities with lots of success stories. My biggest achievements so far are, receiving gold medal for scoring first position in university, moving to Dubai and working with more than 100 nationalities.

Librarian



Ms. Hanadi Tayfour
MYP & DP Librarian

Salam, I am the MYP/DP Librarian that is for grades 6 to 12. I have a BA in Library and Information Science, Master of Research and Business Studies Diploma. In addition to Arabic and English languages, I communicate fluently in Spanish and French. I have a vast experience in libraries, research institutions, training centres and eLearning. This is my second year in Dar Al Marefa School. I am glad to meet our students again and looking forward to an exciting academic year filled with lots of Reading and Fun.

Subject Information

Language and Literature – English:

Hello and welcome to a new year at Dar al Marefa. My Name is Mr Patrick Miley and I have had the honour of being appointed Subject Leader for MYP. This year we are looking forward to a dynamic, creative and challenging curriculum with the IB standards at its core.

This year, the grade 6 classes are studying either Language and Literature or Language Acquisition.

In Literature. Term 1, we are learning about Heroes and are preparing for writing a structured and descriptive narrative. They will be assessed on organisation, creating texts and use of language (Criterion B, C and D).

In Language Acquisition, we are studying parts of speech, sentence structure and verb forms. As well, we are studying the novel *Charlie and the Chocolate Factory* by Roald Dahl. They will be assessed on their ability to create texts and use language accurately (Criterion C and D).

Grade 7 are investigating the role of Celebrity in Society. The final assessment in this inquiry unit will be the creation of a Web or Print Magazine article on the visit of a celebrity and their impact on the school. They will be assessed on creating texts and use of language (Criterion C and D).

Grade 8 are studying the impact of disasters on society using the historical event of the sinking of the Titanic as a starting point. In their assessment they will be writing a diary entry from the perspective of a disaster survivor. They will be assessed on creating texts and using language (Criterion C and D)

Grade 9 are studying the novel *War Horse* by Michael Morpurgo. They are currently exploring the use of perspective by the author as a tool to explore the theme of war. In their assessment they will be writing from a specific perspective using the novel as a stimulus. They will be assessed on their ability to analyse a text, create a text and use language to explore the theme (Criterion A, C and D).

Grade 10 are currently studying descriptive writing techniques. They are exploring the tools writers use to create vivid and memorable images in the readers' minds. Their assessment will test their ability to use a range of descriptive devices to describe a scene from a visual stimulus. They will be assessed on their ability to create an effective descriptive piece as well as the use of language for effect (criterion C and D).

We very much look forward to seeing the results of all their hard work and thought!

Mathematics Department:

For the first unit of teaching, each grade will be learning the following in their math lessons;

Grade 6

In grade 6 pupils will be focusing on operations on whole numbers and the methods associated with them. Order of operations in calculations and the rules of adding and subtracting with negative numbers. Pupils will spend the majority of the unit on the topics of fractions, decimals and percentages. Looking at calculating with and converting between. Rounding and estimation will also be targeting, specifically rounding to powers of 10 and up to 3 decimal places. It also essential that Grade 6 know the time tables up to 12.

Grade 7

In grade 7 pupils will review previous knowledge on number operations. They will focus on decimals, specifically ordering, rounding, multiplying by powers of 10 and performing mathematical operations upon them. In the topic of percentages they will

convert between fractions, find percentages of amounts and a percentage increase and decrease. Pupils will learn how to square and cube a number and the inverse operations. Pupils will build on knowledge of factors, multiples and rounding. A new topic of ratio will be introduced to the pupils exploring the concepts of problem solving by sharing. Grade 7 must be confident in using their timetables.

Grade 8

In grade 8 pupils will review previous knowledge including rules for negative numbers, simplifying fractions and fractions of amounts, rounding decimals and operations on decimals. Pupils will begin by looking at irrational and rational numbers and writing terminal and repeating decimals. Percentages will see them build on previous year's knowledge and include financial mathematics to their mathematical skills. Exponents and the index laws will be introduced to the pupils as well as the topic of radicals and surds. Pupils will expand their existing knowledge of rounding and ratio, and be introduced to number sequences.

Grade 9

In grade 9 students will be consolidating learning of previous years, revisiting topics such as operations on decimals and fractions, using negative numbers, basic exponents and rounding and estimation. This will be in addition to the new topics being taught to the students which include scientific notation, using the index laws with fractional exponents and simplifying with radical and surds. Students will begin to look at the financial side of mathematics and apply percentages to simple and compound interest and will finish the unit by concentrating on number sequences.

Grade 10

In grade 10 pupils will be reviewing their knowledge on whole numbers, decimals, fractions, percentages, rounding and the index laws. Standard form will be revisited more in depth and the topic of radicals will see them look at rationalising the denominator and multiplying by the conjugate. Pupils will extend their knowledge on financial mathematics using technology to find solutions to simple and compound interest.

Basic Skill Homework

In addition to homework that is to be completed by the students. Pupils in Grade 6, 7, 8 and 9 will be given a basic skills sheet every week. This is to be completed by the pupil without a calculator and should take approximately 60 minutes. The idea is that the pupil will complete the questions they understand then research the concepts that they do not, essentially addressing any missing or misunderstood concepts.

Name _____ Date _____ Class _____

Section A: Counting and understanding numbers		Section B: Calculating		Section C: Using and applying	
4.1 1. What are the missing numbers? ?, 3.2, 2.4, ?, 0.8		4.7 11. Four times a number is 64. What is the number?		21. In a sale, there is 10 per cent off all prices. A chair costs £63 in the sale. How much was it before the sale?	
4.2 2. What is 12 squared?		4.7 12. <input type="text"/> - 10 = 90 ÷ 3			
4.2 3. Two factors of 20 add up to 14. What are they?		4.8 13. (6 × 3) + (? - 1) = 26		22. What is the median of these numbers? 2, 7, 3, 6, 9, 1, 4	
4.3 4. How many grams are there in one and a quarter kilograms?		4.9 14. What is the product of 0.9 and 6?			
4.3 5. Divide 57 by 100.		4.9 15. What is the remainder when thirty eight is divided by four?		23. Joe has some pocket money. He spends 50% of it. He then spends another £2. He has 70p left. How much pocket money did he have?	
4.4 6. Which numbers are greater than 0.6? 0.39 0.07 0.8 0.69 0.17		4.10 16. What number is halfway between 12 and 34?			
4.4 7. What is five-sixths of 30?		4.11 17. The coordinates of a square are; (3,3), (3,9), (9,9) and (?,?)		24. Calculate the perimeter of rectangle with sides 6cm and 12cm.	
4.4 8. What is 0.45 as a percentage?		4.12 18. What is twenty-three multiplied by five?			
4.5 9. What is ½ added to ¾?		4.12 19. 147 ÷ 3 =		25. A film starts at twenty past eleven in the morning and lasts for a hour and 55 minutes. What time does it finish?	
4.6 10. 4 sweets cost 28p altogether. How much do 7 sweets cost?		4.13 20. Subtract one point seven from four point one.			
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19) G (20-25)	

Science Department:

Grade 6

In grade 6 Science, the students are studying the Scientific method and measurements, they will be assessed on **Criterion A: Knowledge and Understanding.**

The assessment is targeting the students abilities to outline scientific knowledge regarding lab safety, lab literacy, measurement process and to apply scientific knowledge and understanding to solve problems set in familiar situations such as

configuring final volume, rate and graphs and suggest solutions to problems set in unfamiliar situations. Also, they should be able to interpret information from graphs.

Grade 7

In grade 7 Science, the students are studying Food and Digestion, they will be assessed on the following Criteria:

Criteria A: Knowing and Understanding. Students should be able to outline their scientific knowledge of food and digestion. They should be able to solve problems in familiar and unfamiliar situations.

Criteria D: Reflecting on the impact of Science. Students must write an essay/ PowerPoint/ poster explaining the impact and uses of enzymes in industry.

Grade 8

In grade 8 Science, the students are studying Plants and Photosynthesis, they will be assessed on the following Criteria:

Criterion A: Knowledge and Understanding.

Criterion D: Reflecting on the Impact of Science.

The students describe scientific knowledge on how structure of plant is related to photosynthesis and how limiting factors are affecting the rate

They will be asked to solve problems set in familiar and unfamiliar situations related to photosynthesis and its role to adaptation in different biomes.

They will describe the ways in which plant science is applied and used to address a specific problem or issue

Grade 9

In topic one biology, the students are studying Nervous system, Homeostasis and Endocrine glands, they will be assessed on the following Criteria:

Criterion A: Knowledge and Understanding.

Criterion D: Reflecting on the Impact of Science.

The assessments are targeting the students' abilities to describe scientific knowledge on mechanisms of homeostasis and endocrine system. Factors affecting response of nervous system and endocrine glands. They will be asked to solve problems set in familiar and unfamiliar situations related to diabetes, obesity and other case studies.

They will describe the ways in which knowledge on hormones is applied and used to address health issues

Grade 10 Chemistry:

In Rates of Reactions topic, Grade 10 Chemistry students will be assessed on:

Criterion A: Knowledge and Understanding.

Criterion D: Reflecting on the Impact of Science.

The assessments are targeting the ability of students to use the scientific knowledge of rates of reactions to solve problems in familiar and unfamiliar situations and they will be required to write an essay on the application of catalysts and their impact on our lives.

For grade 10 Biology:

In Modern Genetics topic, Grade 10 Biology students will be assessed on:

Criterion A: Knowledge and Understanding.

Criterion B: Design a method to find a criminal at the site of crime

Criterion C: Analyze, Conclude and Evaluate your findings from the given data

Criterion D: Reflecting on the Impact of Science.

The assessments are targeted to the ability of students to use the scientific knowledge of Modern genetics to solve problems in familiar and unfamiliar situations and investigate a method to identify the criminal at the site of crime, analyze the given data from a database and conclude the findings with appropriate justification and evaluation and finally write an essay on the effect of modern techniques of genetic engineering in agriculture and farming.



Design Department:

In MYP Design students follow the Design Cycle in order to find practical solutions to specific Design Problems or Design Situations. They learn to select and use the most appropriate digital tools in order to accurately meet the needs of the intended audience, through a process of Inquiring & Analysing, Developing Ideas, Creating a Solution and Evaluating.

Term 1 Unit Information

6 – Digital Time Capsule

Students are introduced to each stage of the MYP Design Cycle and how it is used to create a Digital Time Capsule. Students learn to develop their basic skills in using digital tools including word processing, presenting information and working with images.

7 – Personal Website

Students are re- introduced to each stage of the MYP Design Cycle. Students will use this to create a personal website using appropriate tools. They will develop their understanding of personal information and how to promote and communicate to a specific audience.

8 – Animation

Students will harness digital tools to retell a traditional Arabic tale set in a modern context. They will learn how to apply stop motion animation techniques to the characters they create, before editing the video and audio components to form a complete product.

9 – Lifestyle Magazine

Students will use their knowledge of digital tools and their application to create a suitable lifestyle magazine for the modern youth of the UAE. They will be expected to follow the principles of the Design Cycle very closely to ensure the end product meets the design brief and has maximum impact on the audience.

10 – Documentary

Students will create a product that offers an insight into local culture beyond that which is normally apparent to tourists and expats who are living and working in the UAE. Students are entirely responsible for the concept, planning and creation of the final solution.

Students in all grades present their work in the form of a Process Journal. They must provide evidence of meeting each of the 4 criterion (detailed below) which will be graded by the teacher.

Assessment Criteria for MYP Design

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

MYP Language & Literature Arabic

Grade 6

عنوان الوحدة : اللغة أداة التواصل الفعال
الهدف من الوحدة : أن يدرك الطالب أن اللغة آلية للتواصل الفعال بسياقها و بناءها تحمل أفكارك و ثقافتك للعالم من حولك .
محتويات الوحدة :

- آيات سورة الحجرات (نص قرآني).
- دعنى أحبك يا أخي (نص شعري).
- مقال صحفي . (ورشة عمل) .
- الإعراب و البناء (إعراب الفعل).
- الهمزة المتطرفة (قواعد الإملاء).
- الفصل الأول : الفأر المغرور
- من مغامرات عصفور (مجموعة قصصية).
- الفصل الثاني : الحصان الحزين
- من مغامرات عصفور (مجموعة قصصية).
- مشروع بحثي .
- (تحليل سياقي و لغوي لآيات سورة الحجرات).
- القييمات :

يقوم الطالب بأداء تطبيق بعد نهاية كل درس من دروس الوحدة كتنقيح بنائي ، و في نهايتها يؤدي الطالب الاختبار النهائي الذي يشمل كل عناصر الوحدة التي درسها.

Grade 7

الوحدة الأولى

عنوان الوحدة: الأدب وسلّة للتعبير عن الانتماء والعتاء.

خلال الوحدة الأولى سيدرس الطلاب آيات كريمة من سورة البقرة، تتلها قصيدة وطنية للشاعرة الإماراتية عزة النعيمي، كما سيدرس الطلبة نصّيين قصصيين يتناولان معاني الانتماء والارتباط بالوطن، كذلك سيدرس الطلبة في مجال النحو موضوعي الفعل الصحيح والمعتل، والفعل المبني للمعلوم والمبني للمجهول، أما في مجال البلاغة فسيتعرف الطلبة إلى مفاهيم التعبير الحقيقي والمجازي، والتشبيه التام وأركانه. وسف يتم تقييم الطلبة من خلال مجموعة متنوعة من الأنشطة مثل: حل تدريبات الكتاب، أوراق عمل في القصص، تسميع شفهي للآيات الستة الأولى من القصيدة، اختبار نهاية الوحدة الذي يشمل: الفهم والتحليل للنصوص التي درسها الطالب، موضوعات النحو، موضوعات البلاغة، الكتابة الإبداعية- كتابة قصة من تأليف الطالب.

Grade 8

الوحدة الأولى: الصف الثامن.

عنوان هذه الوحدة "التعدد والتناقض في الأدب" حيث تقوم دراسة هذه الوحدة على كيفية تحليل النص الأدبي في سياقه اللغوي المُعبر عن وجهات النظر المتعددة والمتناقضة للأوضاع المجتمعية المختلفة، وذلك من خلال الوقوف على التقنيات الأسلوبية المختلفة في رواية "أوليفر تويست" للكاتب الإنجليزي "تشارلز ديكنز"، وكذلك على توظيف دراسة القواعد النحوية والبلاغية في نص لغوي مكتمل الجوانب والأركان.

تقييمات هذه الوحدة تنتوع على أساس الاستجابة الأدبية لفصول الرواية، وتوظيف أسس تحليل الرواية، وموضوعات الكتاب المدرسي المتعلقة بمفهوم الوحدة الرئيس في تقييمات وأوراق عمل مختلفة تتناول ثلاثة معايير تقييم وهم (التحليل – التنظيم – استخدام اللغة).

Grade 9

الوحدة الأولى: الصف التاسع.

عنوان هذه الوحدة "القيمة والكون في الأدب" حيث تقوم دراسة هذه الوحدة على كيفية تحليل النص الأدبي في سياقه اللغوي المُعبر عن الرؤية والمنظور لمفهوم القيمة وعلاقت بالكون، وذلك من خلال الوقوف على التقنيات الأسلوبية المختلفة في رواية "الشيخ والبحر" للكاتب الأمريكي "إرنست هيمنجواي"، وكذلك على توظيف دراسة القواعد النحوية والبلاغية في نص لغوي مكتمل الجوانب والأركان.

تقييمات هذه الوحدة تنتوع على أساس الاستجابة الأدبية لفصول الرواية، وتوظيف أسس تحليل الرواية، وموضوعات الكتاب المدرسي المتعلقة بمفهوم الوحدة الرئيس في تقييمات وأوراق عمل مختلفة تتناول ثلاثة معايير تقييم وهم (التحليل – التنظيم – استخدام اللغة).

Grade 10

اللغة العربية و الأدب للصف العاشر

الوحدة الأولى

عنوان الوحدة: الشعر العربي قديما وحديثا .

خلال الوحدة الأولى سيدرس الطلاب قصائد شعرية من مختلف العصور الأدبية من الجاهلي مرورا بالأموي و العباسي حتى العصر الحديث ، و سيكتشف الطلبة سمات الشعر في كل عصر و التطورات فيها و الروابط بينها ، كما و سنتوقف عند القصائد المغناة لربط الشعر بالحياة ، بعد أن يقوم بتحليل مجموعة قصائد مختارة ، كذلك سيدرس الطلبة في مجال النحو موضوعي صيغ المبالغة والصفة المشبهة ، أما في مجال البلاغة فسيتعرف الطلبة إلى الكناية. وسوف يتم تقييم الطلبة من خلال مجموعة متنوعة المهمات الشفهية و الوظائف الكتابية البنائية كما سيكون هناك مهمة ختامية للوحدة .

Individuals and Societies – Arabic

Grade 6

ملخص الوحدة الأولى

الصف السادس

عنوان الوحدة: قارة آسيا

الموضوعات التي يتم تناولها في هذه الوحدة عن المواطنة الإيجابية وماهي مكوناتها وقيم المواطنة الإيجابية وبعدها يتم تناول قارة اسيا وخصائصها الطبيعية ، ومن ثم سيتم الانتقال الي قارة اسيا بشريا ودراستها من حيث السكان وتوزيعهم والأنشطة البشرية وإنجازات الحضارة القديمة في قارتي آسيا وأفريقيا .
وستم ربط هذه الموضوعات بالمفهوم الرئيسي للوحدة وهو : التفاعلات العالمية .

كيفية تقييم الوحدة :

سيتم تقييم الطلاب من خلال عدة طرق وتتمثل فيمايلي :

- الاختبارات

- الأبحاث والتقارير .

- العروض التقديمية .

- المشروعات

Grade 7

الصف السابع – الوحدة الأولى

تتناول الوحدة الأولى من الدراسات الاجتماعية لهذا العام، الدروس التالية:

أحوال العرب في شبه الجزيرة العربية قبل الإسلام.

موقع شبه الجزيرة العربية.

التضاريس والمناخ في شبه الجزيرة العربية.

النقود في شبه الجزيرة العربية.

المفهوم الأساسي لهذه الوحدة يتمحور حول : الزمان، المكان والفراغ.

أما المفاهيم ذات الصلة فتتمحور حول: المقياس.

ترتبط هذه المفاهيم بالسياقات العالمية كالإنصاف والتطوير.

سيتم إجراء امتحانات لهذه الوحدة بناء على المعايير التالية:

المعرفة والفهم وتتضمن: (المصطلحات، المفاهيم والتعاريف المرتبطة بالوحدة وتقاس من صفر إلى ثمانية (0-8))

التفكير النقدي الذي يعتمد على: (التحليل، الاستنتاج، المقارنة، التفسير، إبداء الرأي، تقديم الحلول) ويقاس أيضاً من صفر إلى ثمانية (0 – 8) الاستقصاء والتواصل ويقاس كل واحد منهما من صفر إلى ثمانية (0 – 8) وذلك من خلال العروض التقديمية (باوربونت) وأيضاً من خلال بحث الطلاب وكتابة التقرير المطلوبة منهم. تجري الإمتحانات على الشكل التالي:

امتحان تكويني مع نهاية كل درسين أو ثلاثة من كل وحدة.
امتحان نهائي عند نهاية الوحدة لقياس مدى استيعاب الطلاب لم درسه.

Grade 8

عنوان الوحدة : الدولة الاموية

الموضوعات التي يتم تناولها في هذه الوحدة الامن الوطني وأجهزة الأمن في الدولة وبعدها سيتم تناول الدولة الاموية وكيف تأسست ومن هو مؤسسها وأشهر خلفائها واسباب سقوط الدولة الاموية ، وبعدها ننقل الي الفتوحات الإسلامية في العصر الاموي ونتناول فيها البلاد التي فتحها والى اي المناطق وصلت الدولة الاموية . وسيتم ربط هذه الموضوعات بالمفهوم الرئيسي للوحدة وهو : الانظمة .

كيفية تقييم الوحدة :

سيتم تقييم الطلاب من خلال عدة تتمثل فيمايلي :

- الاختبارات الشفوية والتحريرية .
- الابحاث والتقارير .
- المشروعات .
- وعروض تقديمية

Grade 9

الصف التاسع – الوحدة الأولى (البيئة والمجتمعات)

تتناول الوحدة الأولى من الدراسات الاجتماعية لهذا العام، الدروس التالية:

مفهوم البيئة وعلاقتها بالإنسان.

المرجعية الفكرية للاهتمام بالبيئة في دولة الإمارات العربية المتحدة.

المفهوم الأساسي لهذه الوحدة يتمحور حول : التغيير.

أما المفاهيم ذات الصلة فتتمحور حول: الموارد و التنوع.

ترتبط هذه المفاهيم بالسياقات العالمية كالابتكار.

سيتم إجراء امتحانات لهذه الوحدة بناء على المعايير التالية:

المعرفة والفهم وتتضمن: (المصطلحات، المفاهيم والتعاريف المرتبطة بالوحدة وتقاس من صفر إلى ثمانية (0-8)

التفكير النقدي الذي يعتمد على: (التحليل، الاستنتاج، المقارنة، التفسير، إبداء الرأي، تقديم الحلول) ويقاس أيضاً من صفر إلى ثمانية (0 – 8) الاستقصاء والتواصل ويقاس كل واحد منهما من صفر إلى ثمانية (0 – 8) وذلك من خلال العروض التقديمية (باوربونت) وأيضاً من خلال بحث الطلاب وكتابة التقرير المطلوبة منهم.

تجري الإمتحانات على الشكل التالي:

امتحان تكويني مع نهاية كل درسين أو ثلاثة من كل وحدة.
امتحان نهائي عند نهاية الوحدة لقياس مدى استيعاب الطلاب لم درسه.

Grade 10

ملخص الوحدة الاولى

الصف العاشر

عنوان الوحدة : الاتجاهات المستقبلية للطاقة

الموضوعات التي يتم تناولها في هذه الوحدة الاتجاهات في اسواق الطاقة والجغرافيا السياسية وتوجهات الطاقة في المستقبل وتطورات السوق وتم انتقال الى معرفة تحديات الطاقة العالمية والفرص الناشئة ، وطفرة النفط والغاز غير التقليدي في الولايات المتحدة الامريكية ، وبعدها استراتيجيات الطاقة المتغيرة في اسيا وديناميتها.

وسيتم ربط هذه الموضوعات بالمفهوم الرئيسي للوحدة وهو : التغيير .

كيفية تقييم الوحدة :

سيتم تقييم الطلاب من خلال عدة طرق تتمثل فيمايلي :

- الاختبارات الشفوية والتحريرية .
- الابحاث والتقارير .
- .العروض التقديمية
- المشروعات

Islamic Department:

Grade 6

التربية الإسلامية

الصف : السادس

الوحدة الأولى

عنوانها : قيم الإسلام وأحكامه ومقاصده

من خلال هذه الوحدة سيتم تدريس سورة السجدة ومجموعة من الأحاديث النبوية الشريفة تعالج أصول العقيدة ومنهج كل مسلم في حياته .
ومن ثم مجموعة من المواضيع التي تحقق تغييرا مرتبطا بالقيم الأخلاقية التي تسهم في إبراز الهوية الذاتية .
وسيتم ربط جميع هذه المواضيع بالمفهوم الرئيسي للوحدة وهو : التغيير .

كيفية التقييم :

تقييم الطلبة من خلال مجموعة من الأنشطة مثل : الإختبارات الشفوية والتحريرية ، الأبحاث والتقارير ، تسميع الآيات القرآنية والأحاديث النبوية الشريفة ، أوراق العمل ، العروض التقديمية .

Grade 7

التربية الإسلامية
الصف : السابع

الوحدة الأولى

عنوانها : أحكام الإسلام وغاياته

من خلال هذه الوحدة سيتم تدريس سورة ق ومجموعة من الأحاديث النبوية الشريفة والتي تنمي لدى الطالب استشعار مراقبة الله تعالى في أقوالهم وأفعالهم .
ومن ثم مجموعة من المواضيع التي تحقق تغييرا مرتبطا بالقيم الأخلاقية التي تسهم في إبراز الهوية الذاتية .
وسيتم ربط جميع هذه المواضيع بالمفهوم الرئيسي للوحدة وهو : التغيير .

كيفية التقييم :

تقييم الطلبة من خلال مجموعة من الأنشطة مثل : الإختبارات الشفوية والتحريرية ، الأبحاث والتقارير ، تسميع الآيات القرآنية والأحاديث النبوية الشريفة ، أوراق العمل ، العروض التقديمية .

Grade 8

التربية الإسلامية للصف الثامن
الوحدة الأولى

عنوانها: أحكام الإسلام ومقاصده.

خلال الوحدة الأولى سيدرس الطلاب آيات كريمة من سورة (يس) تتناول صدق الرسول صلى الله عليه وسلم وقصة أصحاب القرية ، ومن ثم حديثي الأعمال بالنيات والكسب الطيب، كما سيدرس الطلبة أحكام المد الأصلي والتقريب إلى الله تعالى.
وسوف يتم تقييم الطلبة من خلال مجموعة متنوعة من الأنشطة مثل: الاختبار التكويني، تسميع الآيات الكريمة والأحاديث النبوية الشريفة، تكليف الطلبة ببعض الأبحاث، اختبار نهاية الوحدة في الدروس التي تم دراستها.

Grade 9

الوحدة الأولى

عنوانها: أحكام الإسلام ومقاصده.

خلال الوحدة الأولى سيدرس الطلاب آيات كريمة من سورة الحجرات تتناول الأدب مع الله ورسوله وولي الأمر وسلامة المجتمع ووحدة أبنائه ، ومن ثم حديثي السبع الموبقات والحلال بين، كما سيدرس الطلبة موضوع الزكاة والحج في الإسلام وأثرهما على الفرد والمجتمع.
وسوف يتم تقييم الطلبة من خلال مجموعة متنوعة من الأنشطة مثل: الاختبار التكويني، تسميع الآيات الكريمة والأحاديث النبوية الشريفة، تكليف الطلبة ببعض الأبحاث، اختبار نهاية الوحدة في الدروس التي تم دراستها.

Grade 10

التربية الإسلامية
الصف : العاشر

الوحدة الأولى

عنوانها : القرآن الكريم وعلومه

من خلال هذه الوحدة سيتم تدريس سورة الكهف ومجموعة من الأحاديث النبوية الشريفة تعالج أصول العقيدة ومنهج كل مسلم في حياته .
ومن ثم مجموعة من المواضيع التي تحقق تغييرا في شخصية المسلم وتحصينه من أفكار التطرف وربطهم بحياتهم المعاصرة .
وسيتم ربط جميع هذه المواضيع بالمفهوم الرئيسي للوحدة وهو : التغيير .

كيفية التقييم :

Arts Department:

Art

Grade 6

During the Art course, students look up Henri Matisse's biography and work, and present their findings in a journal. They will be dividing into groups and give a choice of either expressing their views through crafts, using paper and scissors, or through a printing. Students will reflect on their own work and evaluate peer's work.

Grade 7

During the art course, students will research on the symbols and history of Aboriginal art. Students will be asking to create a short story on their own painting. They also used aboriginal techniques (dot painting) in their art work. Students will reflect and evaluate their own work and others.

Grade 8- Harlem Renaissance

Students have investigated on Harlem Renaissance and they have presented their individual investigative work during the lesson through PowerPoint presentation. Along with that they are introduced to 'linear perspective' to acquire drawing skills in order to reflect their ideas in a better way. Based on the IB criterions students' practical work and investigative work is going to be assessed by the end of the term.

Grade 9- Pop Art

Students are exploring different art movements of different time and cultures. They are working towards developing their deeper understanding of aesthetics, representation and visual culture. Through inquiry and investigations, they are challenged to acquire knowledge as to how the technological developments can influence the art world. Students are coming up with their own ideas for their practical work and are trying to connect that to one of their chosen pop artists to strengthen their understanding. Along with that they are introduced to 'linear perspective' to acquire drawing skills in order to reflect their ideas in a better way. Based on the IB criterions students' practical work and investigative work is going to be assessed by the end of the term.

Grade10- Street Art

Students have engaged themselves in exploring how 'Street Art' began and how old and contemporary artists are executing their thoughts on the walls as their weapon of communication. They are busy developing their deeper understanding of composition and style. Through inquiry and investigations they will come to know how the power of art can be used to deliver messages to the global audience. Students are coming up with their various ideas aiming various issues of globalization and sustainability to implement their finalized idea on the canvas. Based on the IB criterions students' practical work and investigative work is going to be assessed by the end of the term.

Drama

During term one the students will study about Drama as form of Performing Art. They explore different genres of Drama, Mime and Narrative Pantomime. They will write and create a Pantomime skit whilst applying non-verbal means of expressions both in groups and individually. Students brainstorming, planning and recording their learning in their process journal. They will be also training to critique the art work of self and others to build their reflection skills.

Grade 7

During term one students study about Drama as form of Performing Art. They explore genres of Drama and Improvisation. Based on a stimulus/ suggestion/ theme providing by teacher, they work on improvisations of character, situation, goal and setting. They will be giving practice and training for spontaneous performance. The students will be asking to reflect and evaluate the strengths and weaknesses of their presentation in order to set targets for improvement. They also evaluate their peers to build their understanding of the assessment criteria.

Grade 8

During term 1 students study about Drama as a form of Performing Art. They explore genres of Drama such as Commedia Dell' Arte. They research about genres of Drama and Commedia Dell' Arte. Students then present their findings on a poster or on a

PowerPoint presentation. In small groups, they prepare a short Commedia Dell' Arte scene based on the stock characters and lazzi. In their process journal students will record their scene and reflect on their performances.

Physical and Health Education Department:

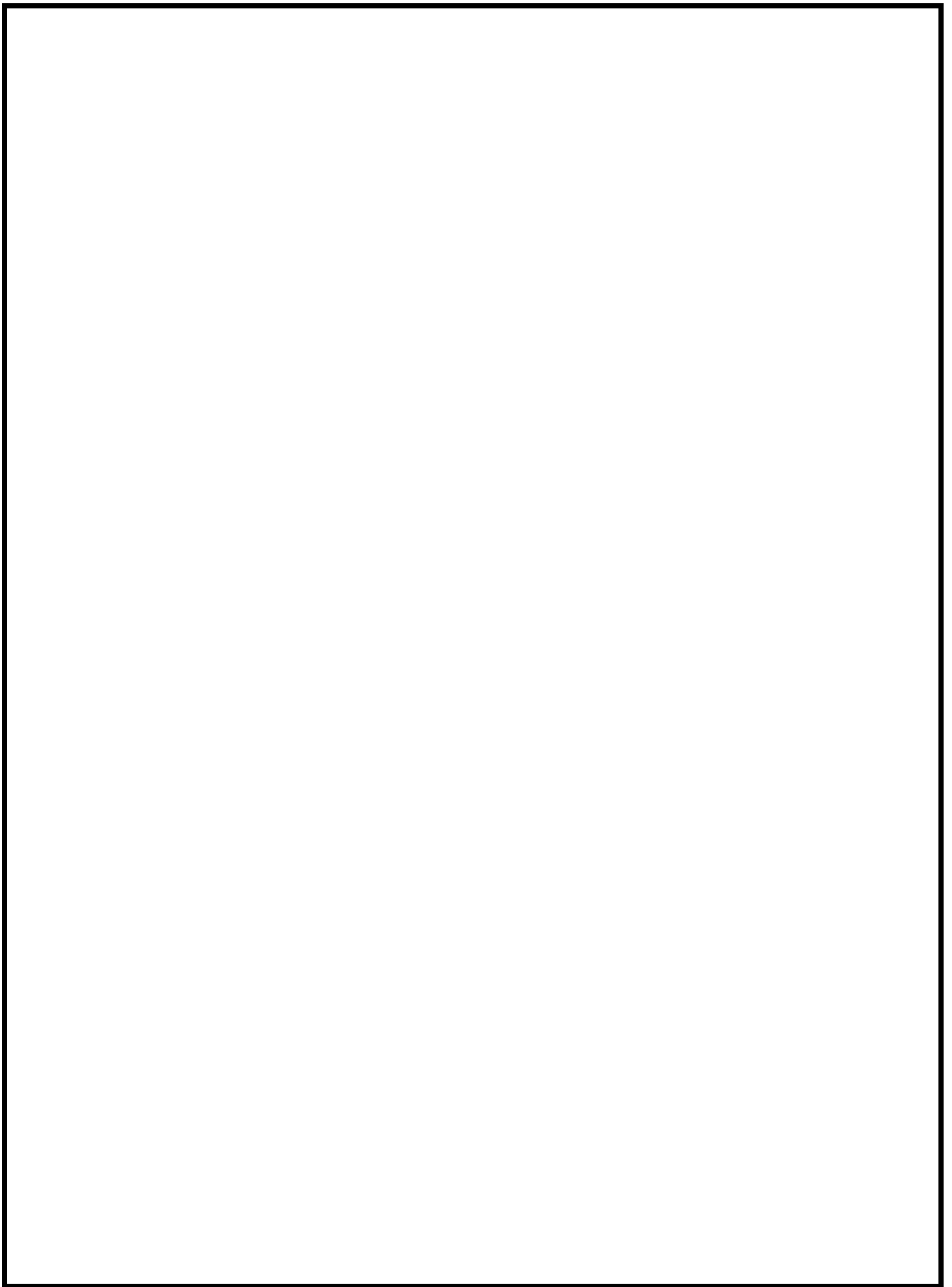
9 girls from Dar Al Marefa school excelled when they participated in badminton competition on Saturday 22 October, **Shuttle Time Dubai 2ND Schools Championship**

We are hopeful of making headways in future participation.

Library:



We would like to cordially welcome you to the heart of MYP/DP.... our library. This year we are increasing our fiction/ non-fiction collection in both Arabic and English languages, as well as supporting the mother tongue for our school community. Moreover we encourage the use of electronic resources as well. Our students will have regular library sessions where they can borrow interesting reading books and materials for their projects. We started our academic year by announcing the Emirates Literature Festival writing Competition in both languages, and we will be launching the Arabic Reading Challenge soon. We encourage our students to read, participate AND WIN. Some of our grade 9-10-11 students will be participating in Model United Nation Conference in UAS in Nov 6-7. More news from Colleges & Universities will be available in the library too..... You can always depend on us to support and enrich your learning experience. Waiting for you.



CAS CORNER

-IB DP Student Point of View

According to the IB program, CAS is a part of three that are considered the core of a full DP student's experience.

CREATIVITY

Includes exploring and extending ideas that lead to an original or interpretive product or performance.

CAS

Service

Includes collaborative and reciprocal engagement with the community in response to an authentic need.

ACTIVITY

Includes physical exertion that contributes to healthy lifestyle.

There is no doubt that a student who chooses to go for full diploma will not be able to complete the course unless he/she completes CAS. However, as a DP student, I like to think of CAS as a side routine of my daily life that gets my mind off the assignments and homework that I need to hand in. The IB Diploma program is a rigorous program that demands a lot of time and hard work, which is why I prefer to consider it as a reward to the effort the I put in everyday. Thus, an advice would be to take advantage of CAS to achieve what you enjoy doing the most, it is a chance for students to develop themselves in as much area as possible, it is also the way to explore who you really are.



DP year 1 (Grade 11) students' bake sale that was held on October 2016; aiding breast cancer patients and spreading the awareness about the importance of this cause were the main goals to be achieved from this service.