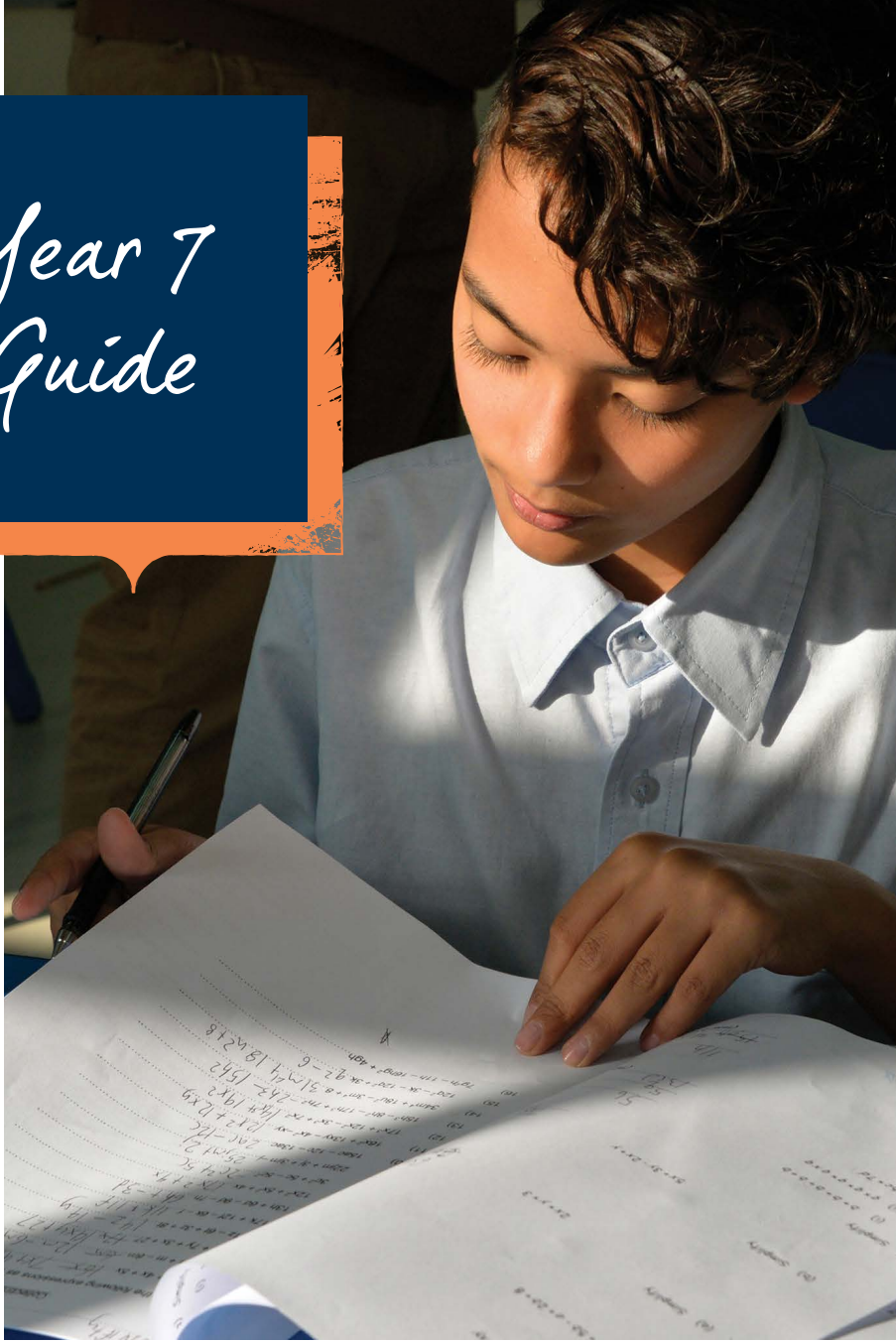


Year 7 Guide



COMPASS INTERNATIONAL SCHOOL
DOHA
A NORD ANGLIA EDUCATION SCHOOL

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We encourage
our learners to be
internationally-minded
and to respect
all cultures.

1. Message from the Executive Principal

Dear All,

The Primary School covers the first two Key Stages of formal school life. As children move from being the oldest students in Year 6, they suddenly become the youngest members of their new school. In Year 6, they have earned the respect of their younger classmates and have demonstrated their ability to be good learners. As they move into the Secondary School, they have to learn new skills. They have to be more independent and more organised in their studies, in school and at home.

The continuation of their educational journey from Primary to Secondary School will open up a world of new opportunities. As in the Primary School, this part of their journey can be exciting and challenging. It can also be hard work as well as good fun. As students progress through Key Stage 3 (Years 7-9), they are prepared for the externally examined IGCSE programmes, which, in turn, leads to the globally recognised International Baccalaureate Diploma programme.

Students continue to be supported by the Global Campus and will continue to benefit from our partnerships with The Juilliard School through our music curriculum and with the Massachusetts Institute of Technology (MIT) as they develop their skills in STEAM (Science, Technology, Engineering, the Arts and Mathematics).



Students may be anxious about taking their first step into Secondary School. We find that their parents are also sometimes a little worried too. We aim to provide you with a caring, family oriented school. Our goals are based on helping our students achieve academic excellence in a supportive and considerate learning community.

We hope that this booklet helps you to navigate your path through Secondary School at Compass International School Doha. Enjoy the journey with us.

Yours truly,

Dr Terry Creissen OBE MBA MA FCIM FRSA

Executive Principal
Compass International School Doha



2. Message from the Head of Secondary

Dear Parents and Students,

At Compass International School Doha, expectations are high. Students and teachers actively work together to challenge every student to reach beyond perceived boundaries and develop a truly ambitious outlook. It is our aim to prepare students for life after they leave school by instilling independence and self-awareness.

In the Secondary School, our team of experienced and dedicated teachers build on the students' previous learning and knowledge from their time in Primary School. In Key Stage 3 (Years 7, 8 and 9), we offer our students the experience of a wide range of subjects in preparation for them gaining a deeper understanding when they study their chosen subjects as separate IGCSE courses in Key Stage 4 (Years 10 and 11).

In the Secondary School, all lessons are taught by subject specialists, with Form Tutors having the important role of coordinating aspects of their students' academic and social development.



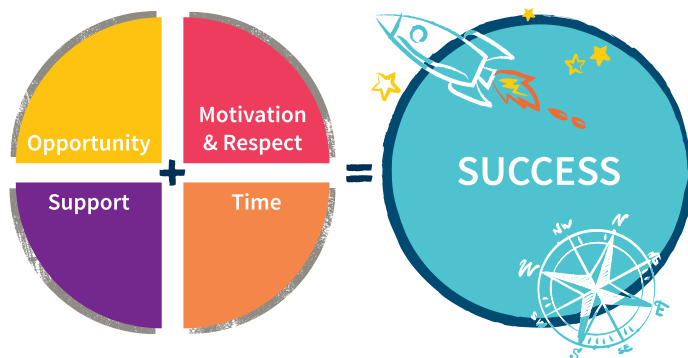
Our teachers promote student participation, inquisitive learning and set students ambitious targets to maximise their potential, laying the foundations for academic success at IGCSE, IB Diploma and beyond.

We believe our students can find success through the right combination of opportunity, support, time, motivation and respect. Working together as a team of teachers, students and parents, we know this can be achieved for all.

Kind Regards,

Paul McConnell

Head of Secondary
Compass International School Doha



3. Welcome to Key Stage 3

We would like to extend a warm welcome to our new Year 7 students and parents. We are here to assist both parents and students in this transition from Primary to Secondary School.

What we will do for our parents

We will support your child to become confident students, able to adapt to new subjects, new environments, new teachers and new classmates.

- We will talk with children joining us from Year 6 to guide them through the process of moving into the Secondary School.
- We will help your child if they are having any problems in any of their subject areas, discussing their concerns with them and working together to find solutions.
- We will provide an environment where they feel safe and secure to ask questions in class.
- We will keep open communication between you as their parents and the school so that you know what is going on and how you can support your child.

How parents can help

- Talk to your child about your experiences in Secondary School and how you overcame any challenges or took advantage of the many opportunities on offer.
- Give them greater independence to make their own decisions with your guidance.
- Encourage them to become involved in school life by joining Extra-Curricular Activities (ECAs) and other activities.
- Help them to meet other students outside school by being involved in ECAs, outings and other activities.
- Set up a study area at home that is quiet and tidy for them to be able to concentrate when completing their homework and studying.
- Help them to establish good routines, whether this is getting to school in the morning (without your assistance) or scheduling their study and ECA timetable.

- Scheduling helps keep the mind clear and allows for your child to know by when activities are expected to be completed.
- Ensure your child is following a healthy diet and that they are bringing wholesome food to school (no chocolates, sweets or sugary drinks).
- Encourage them to avoid screen-based activities before going to bed. Sleep is vitally important as they enter this educational stage where the workload increases and they are expected to become more independent. A rested mind will allow them to think and study clearly.

What we expect from our students

- Use your learning diary provided and have it signed by parents on a weekly basis.
- Do your homework the night it is given to ensure that you are keeping up with your work. Check online "Show My Homework" to keep this part of school life well managed.
- Contact your classmates to discuss classwork or homework or just to have some fun time socially.
- Bring your school bag daily.
- Bring your pencil case with the required stationary to school.
- Bring your PE kit to school on the days you have practical lessons.
- Take good care of your diet by bringing healthy snacks for break times.
- Wear the correct school uniform. Hoodies or other clothing that is not part of the uniform will be confiscated and returned at the end of school day.
- Leave mobile phones at home or in your locker - students are not allowed to use them in school. If discovered, they will be confiscated and returned at end of the school day.

** Please refer to our "School Guide" for all the necessary requirements for success. **

3. Welcome to Key Stage 3 (sample timetables)

Year 7 Sample Timetable

Lesson	Sunday	Monday	Tuesday	Wednesday	Thursday
1	Form Group 7D 74Lab	Form Group 7D 74Lab	Form Group 7D 74Lab	Form Group 7D 74Lab	Form Group 7D 74Lab
2	Assembly 80H	PSHE 56	Mathematics 54	English 48	Science 74Lab
Break					
3	Geography 59	Physical Education 80H	Science 74 Lab	Spanish 59	Mathematics 54
4	Mathematics 70	Mathematics 56Art	Spanish 54	Physical Education 80H	Music 43
Break					
5	ICT 45ICT	Spanish 48	English 48	Art 56Art	English 48
6	Science 74Lab	English 48	Geography 59	History 51	Qatari History 59

Year 7 Sample Homework Schedule

	7A	7B	7C	7D
Sunday	Mathematics Geography	ICT Music	History Science	ICT PSHE/ Islamic Studies
Monday	Science PSHE/ Islamic Studies	Geography English	Geography Languages	Language Sciences
Tuesday	History Music	PSHE/ Islamic Studies Art	English Maths	Mathematics English
Wednesday	Art English	History Mathematics	PSHE/ Islamic Studies ICT	Art History
Thursday	Language ICT	Languages Science	Art Music	Music Geography

4.1. English



Course Characteristics

In Year 7, students follow an exciting and vibrant English curriculum, which will continue their reading, writing, speaking and listening journey from Primary School, yet at the same time begin their fascinating new adventure towards IGCSE. Students will extend their prior learning to include language analysis and the critical examination of literature as well as improving their comprehension, vocabulary, oral and written abilities.

Students are divided into English groups based on their levels achieved in their Primary School. The different English class groups are designed to meet the level of each student: challenging, but accessible. If after the first few weeks, we find a student is out of place – be it that the work is too difficult, or a student needs greater challenge – we have the flexibility to transfer the student to another group that better meets their needs.

Course Content

Our English teachers use English literature as the basis of its teaching programme. We concentrate on grammar, structures, and knowledge of different types of texts, such as magazines, newspapers and use of the Internet. Students take part in whole class discussions, small group work as well as individual activities. In class, students are encouraged to give presentations both individually, in pairs and in small groups.

Students will study a novel, a play and poetry throughout the year. Classes do not study on a topic basis as in Science but they will all cover the same skills at some point during the year depending on the text they are studying. They will be introduced to tasks based on newspapers, magazines, advertisements and other non-fiction examples. They are encouraged to undertake research using the Internet and the Library.

Students will be taught how to write the following text types:

- Letter
- Speech
- Script
- Diary
- Essay – narrative, descriptive and persuasive
- Literature analysis
- PEE (Point, Evidence, Explanation) paragraphs to increase confidence in analysing a writer's use of language.

In terms of reading they will be taught:

- Comprehension skills
- Interpretation skills
- Summarising and reviewing techniques



4.1. English (cont.)

We operate a “Book in the Bag” system where students are expected to have a book with them at all times, so that in any lesson – not just English – if they finish their class work, they can take out their book to spend a few quality minutes reading.

A recommended book list from which students can choose novels of recognised quality and classics is available to each student.

Resources

Oxford English Programme Book 1

Grammar Matters

Novels and Plays

Mrs Frisby and the Rats of NIMH (novel): Robert C. O’Brian

Esperanza Rising (novel): Pam Munoz Ryan

Fast (play): David Grant

Iqbal (novel) Francesco D’Adamo

Boy (autobiography): Roald Dahl

The Boy in the Striped Pyjamas (novel): John Boyne

Holes (novel): Louis Sachar

The Terrible Fate of Humpty Dumpty (play): David Calcutt

Car Jacked (novel): Ali Sparkes

Jekyll’s Mirror (novel): William Hussey

**Please note these texts may be used with other year groups who have not read them before.*

Poetry is decided by individual staff members unless a year group assessment is planned, where a poem will be chosen to be studied across the year group.

Websites:

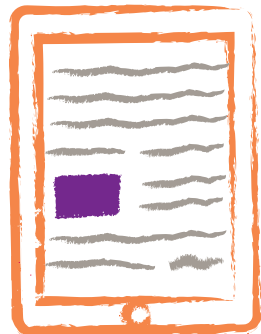
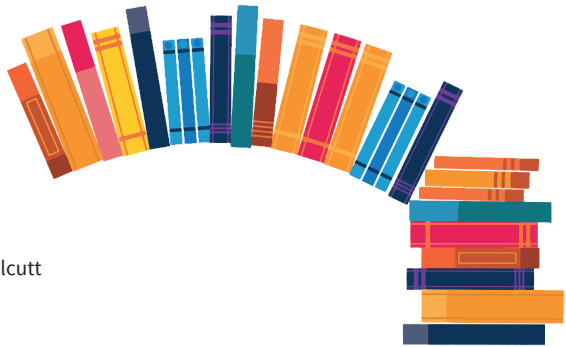
www.bbc.co.uk/education/subjects/z3kw2hv

www.grammarmechanics.com

www.bbc.co.uk/bitesize/ks3/games

www.educationquizzes.com

www.channel4learning.com/support/websites/english.html



4.2. Mathematics

Course Characteristics

As students move up to Secondary School and start KS3 Mathematics, what new skills will they learn? Students will find some of the work similar to Primary School, but it will be more challenging and the children are expected to work more independently.

As each topic is introduced, students are encouraged to pick up from where they left off at Key Stage 2. With all topics the children will be studying, they'll be developing 'mathematical process' skills, which include reasoning, analysis and evaluation.

Course Content

Term 1:

Sequences and functions

Negative Numbers

Decimals

Perimeter and area

Fractions

Percentages

Resources

Textbooks:

Essential Maths 7 & 8
(Elmwood Press)

Websites:

Myimaths.com

Hegartymaths.com

Mathsisfun.com

Nrich.maths.org

Youtube:

Look for videos from:

[Vi Hart](#)

[Numberphile](#)

Term 2:

Averages, probability,
expressions and formulae

Angles and shapes

Term 3:

Linear equations

Functions and graphs

Quadrilaterals Statistics Project



All students are expected to bring a calculator to all Mathematics lessons. We recommend the *Casio fx-83* or similar calculator with a wide, natural display.

4.3. Science



Course Characteristics

The study of Science develops intellectual curiosity in the world around us. Our team of specialist Science teachers build on the skills acquired in Year 6. Secondary students learn through experiencing practical laboratory work as well as studying scientific theory. We explore the nature of Science and scientific method by collecting data and analysing, evaluating and referring to what is already known, in order to build knowledge of the major disciplines of Physics, Chemistry and Biology.

We develop literacy and communication through learning to make accurate observations and present them in a logical way. Learning Science includes learning about scientific discoveries from the past and the methods that have developed from earlier experiments. Understanding how to test hypotheses, control variables and measure accurately are revisited throughout Secondary School.

Students are taught Science in their Form Groups throughout Secondary School. They have the opportunity to present their work through oral presentations, models and posters as well as more formal, written exercises.

Course Content

Term 1:

Investigating Science

Cells

Acids and Alkalis

Chemical Reactions

Energy

Electrical Circuits

Term 2:

Environment

Classification

Particle Theory

Solutions

Term 3:

Forces and their effects

The Solar System and Beyond

Resources

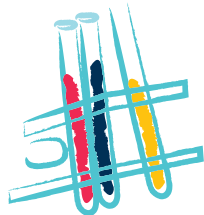
Textbook:

Exploring Science (Pearson Education)

Students are encouraged to research using books and the internet.

All students will use standard school laboratory equipment.

Safety in the laboratories is important and every student is trained to use equipment safely.



4.4. History



Course Characteristics

While students do need to remember events and describe what happened and when, the most important skills in History involve explaining why things happened, evaluating the information that they have been given and then synthesising this into complex answers.

There are two main types of assessment utilised throughout the year. The first is causation assessments, which focus on explaining why things happen, how the different factors are inter-related, and evaluating which factor is the most important. The second type is source analysis, which focus on using the information in a source to construct an argument, explaining how the evidence supports the argument, and working out how reliable the sources of information are to decide whether this affects how useful the information is.

Course Content

Term 1: The Romans and their Empire

During Term 1, students look at the legend of how Rome was founded to explore whether the legend is based on real events or if the story about Rome's construction was simply made up. The reasons why the Roman Empire was so strong and successful and how they balanced the strength of the army against keeping their people happy are examined. Finally, why did the Roman Empire collapse and what were the main reasons for this? Was it their own fault or because too many enemies were attacking them at once?

Term 2: The Dark Ages?

During Term 2, students will examine how life changed in both Europe and the Middle East after the fall of the Roman Empire? What took place in Britain with the different groups of invaders and colonisers, and how did this eventually lead to the creation of the Norman state under William the Conqueror? What took place in the Middle East where the Sassanids and Byzantines fought each other? Students will also examine the importance and speed of growth of Islam and how it affected life in the Middle East.


Term 3: Contrasts and Connections

In Term 3, students study the Crusades and look at European and Islamic interpretations of the events, causes and consequences for both regions. The social, political and demographic effects of the Black Death that swept across the world in the Fourteenth Century, but proved particularly deadly in Europe are discussed.

Resources

There is no set textbook for the Year 7 course, but we do use the Schools History Project (SHP) textbook to support the course at certain points as well as numerous bespoke resources teachers have produced for our students.





*Widening students'
intellectual horizons
through new experiences.*

4.5. Geography

Course Characteristics

The Geography course aims to ensure that all students develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics. The course will focus on how this knowledge provides a geographical context for understanding the actions of processes.

Students will:

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent, and how they bring about spatial variation and change over time.
- Gain competency in the Geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork which deepen understanding of geographical process
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills, and writing at length.

Course Content

Term 1:

Topic A: What is Geography? - Geog. 1 Chapter 1

- The 3 main spheres of Geography: human, physical, and environmental
- An overview of the skills used in Geography
- The World: oceans, rivers, mountains, continents, countries and capital cities
- Longitude and latitude

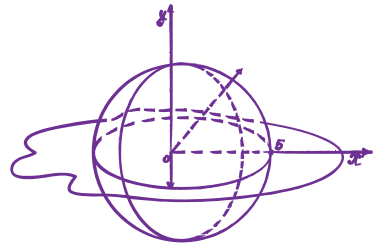
Topic B: Ordnance Survey (OS) Mapping Skills - Geog. 1 Chapter 2

- O.S (Ordnance Survey) Mapping Skills: including direction, scale, distance, grid references, height on maps, describing land use and routes on maps
- An introduction to Geographical Information Systems (GIS) – computerised mapping

Term 2:

Settlement and Shopping - Geog. 1 Chapter 3 and Chapter 4

- Settlement types and patterns
- Factors affecting the location of early and modern settlements
- The different function of settlements
- Settlement hierarchy



4.5. Geography (cont.)



- Land use models – Burgess and Hoyt
- Urbanisation and changing land use patterns
- Introducing shopping: different types of shops and their location
- Spheres of influence, threshold population and range of goods and services

Term 3:

Natural Hazards – Geog. 1 Chapter 9

- The structure of the Earth
- Plate tectonics, convection currents and plate boundaries
- The global distribution of earthquakes and volcanoes
- A focus on earthquakes: Measuring and management
- A case study of an earthquake and the 3Ps – Predict, Prepare, Protect
- A focus on volcanoes: The structure of a volcano and their hazards
- Measurement and management: A focus on Montserrat



Resources

Textbook: Geog. 1 Geography

BBC Bitesize KS3 Geography: <http://www.bbc.co.uk/education/subjects/zrw76sg>

4.6. Information Communications Technology (ICT)



Course Characteristics

Unit 1: Using Information Communications Technology (ICT)

Students learn the basic rules of passwords, how to protect their work and how to work safely online. Students are required to create a multimedia presentation about themselves using text, images and sound. In creating presentations, students are expected to be sensitive to the needs of their audience.

Unit 2: Information and Presentation

Students use a variety of search mechanisms to explore the potential of ICT-based information sources. They research different topics and prepare a presentation for a specific audience. They use different websites and CD-ROMs as their main sources of information.

Students explore different types of information such as statistics, legislation and advertising campaigns, and make judgements about the purpose of the information and the viewpoint of the organisation that produced it.

Students are given a framework for their research. Their aim will be to answer specific questions and refine and organise their information as required for the specified topic.

Unit 3: Processing Text and Images

Students work to prepare a printed publication related to a topic being studied in one of their other subjects. Students gather, process and output information in text and image form, and explore a variety of image-capture and image-manipulation methods to create suitable image data.

There are opportunities for links with the KS3 English course when students develop the text for publication. Links are made to other subjects when choosing the topics for the articles, including History and Geography. The publication can be produced in another language, providing opportunities to collaborate with the Modern Foreign Languages department.

Unit 4: Models - Rules and Investigations

Students learn how simple models are built by investigating rules and then seeing how rules can govern the behaviour of simple models.

Students discuss the ways in which different models could be used to present different information in a spreadsheet, identifying the inputs, the rules (formulae) and the outputs.

Students learn the use of 'absolute cell referencing' and other formulae that will make the model more appropriate for the end user. They test the effectiveness of the model by using sample data representing a number of scenarios as well as chart creation.

Unit 5: Information - Reliability, Validity and Bias

Students use the Internet to gather information on a chosen topic, collating and presenting it from a particular viewpoint. Students look at and identify key terms when searching for relevant information.

Students are given a stance to take and have to select information that is either biased or non-biased. This requires them to consider the usefulness, provenance, reliability, status and bias of the information that they collect and use.

An audience is used to evaluate how successfully students have presented their arguments to support their stance. The reliability of websites and the information that they show will be reviewed and discussed.

4.7. Music



Course Characteristics

In Music, students will be drawn into a Juilliard-curated repertoire comprising twelve core categories that encompass a wide range of genres, styles and cultures. Each of the 12 categories is exemplified by an iconic work supplemented with carefully curated extension works, enabling students to explore different elements of music and its role in our society.

Engaging activities developed by Juilliard will help students understand the language of music and develop creative skills such as improvisation and composition. Our outstanding teachers will use the Juilliard Creative Classroom to access these activities and a host of other teaching materials, recordings and videos for their lessons school.

Students will be connected to Juilliard's worldwide network of performers, teaching artists and curriculum specialists, regularly interacting with them through workshops, masterclasses and performances in our schools.

The keyboard acts as an entry point for music theory learning in our school. There is no better way for students to understand musical concepts than from first-hand experience. Every student will actively use the keyboard to explore the fundamentals of music and notation.

The art of composition can be as broad and deep as the imagination will allow. Students can find that learning to compose often seems an intimidating and complex task that can also be an immensely fulfilling one. Aspiring composers must listen to a diversity of music and learn how to listen intelligently.

Course Content

Term 1:

Juilliard Creative Classroom (JCC) Core work: Stravinsky – Rite of Spring, timbre, melody, intervals, harmony, accompaniment.

Keyboard/Theory Focus: Focus on fingering in both hands; recap treble clef and introduce bass clef; play melodic extracts; rhythmic dictation; sharps and flats; note and rest values; dots ties and beaming; consonance and dissonance.

Compose Yourself Focus 1 and 2: Laying the foundations: tempo, pulse, metre and rhythm.

Term 2:

JCC Core work: Ligetti - 6 Bagatelles for Woodwind Quintet, Counterpoint, texture, melody accompaniment.

Keyboard/Theory Focus: Tones and semitones; constructing a major scale; scale degrees; key signatures (CGDF); articulation, phrasing, dynamics and notation; melodic dictation.

Compose Yourself Focus 3 and 4:

Pitch; simple melody-writing (the four-bar phrase).

Term 3:

Keyboard/Theory focus: Intervals, tonic triads, rhythm, symbols, Italian terms; melodic dictation.

Compose Yourself Focus 5 and 6:

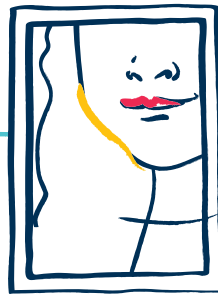
Tonic and Dominant; simple ternary form.

Resources

- Juilliard Creative Classroom activities
- 'Compose Yourself' by Paul Harris and Robert Taylor
- ABRSM Grade 1 Theory
- Music Medals Keyboard



4.8. Art & Design



Course Characteristics

During Key Stage 3 students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media to develop confidence, competence, imagination and creativity.

They learn to appreciate and value images and artefacts across times and cultures, and to understand the context in which they are made.

Students reflect critically on their own and other people's work, judging quality, value and meaning.



Course Content

Term 1:

An Introduction to the Art Elements and how they are used.

Students will work through the Seven Elements of Art; line, shape, colour, texture, form, space and value. They will learn how to relate the theory taught to various practical projects.

Term 2:

Techniques and Media:

- Students progress onto large scale projects to further develop techniques and experiment with different media
- Continue to build on subject specific vocabulary
- Learn how to use one-point perspective to create a landscape painting or drawing

Term 3:

Drawing from Observation:

- Having learnt about the elements of line, shape and value, students will be introduced to drawing from observation
- Advance from drawing and shading single objects to groups of objects

4.9. Physical Education

Dear Compass IS,
"Be Ambitious"
Follow your dreams and
always work hard!
Samantha Murray

Course Characteristics

Our Physical Education (PE) programme in Secondary School will continue to develop and refine a range of skills in every student so that they are equipped to follow a healthy and active lifestyle.

Participation in lessons will enable our students to:

Improve physical fitness: Students will understand the components of fitness and will develop their muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance.

Revise and refine their skilled performances and movement patterns: Students will develop their motor skills for accuracy and control in a range of physical activities.

Develop cross-curricular links: Reinforce knowledge learned across the curriculum in other subject areas such as Science and Maths.

Promote self-discipline: Facilitate the development of student responsibility and allow students to lead others and give feedback on performances via peer assessment.

Reduce stress: Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

Strengthen Peer Relationships: Physical Education can be a major force in helping children to socialise with their peers in a range of different activities that promotes teamwork and communication skills.

Improved self-confidence and self-esteem: Physical Education instills a stronger sense of self-worth in students based on their mastery of skills and concepts in physical activity.

Set Goals: Physical education provides students with the opportunity to set and strive towards personal and collective goals.

Course Content

Students in Year 7 will follow a range of sports across the English National Curriculum which include:

Games: Football/Netball, Hockey, Basketball, Handball,

Net/Wall: Badminton, Volleyball.

Body Management: Athletics, Gymnastics, Swimming.

Field/Run Scoring: Cricket, Rounders, Softball.



4.10. Spanish



Course Characteristics

Year 7 Spanish is for non-native speakers who may already have some previous knowledge of Spanish.

The course will follow the English National Curriculum disciplines of language learning; listening, reading, writing and speaking.

Course Content

Term 1:

Students will study how to speak about themselves, talk about family members and learn the present tense.

Term 2:

Students will look at school, telling the time, discussing lessons, the weather, the verb “gustar” and they will be introduced to the “near future” tense.

Term 3:

Students continue studying where they live, what food they eat and holidays in addition to learning past tense.

Resources

Textbook:

“Zoom Español”

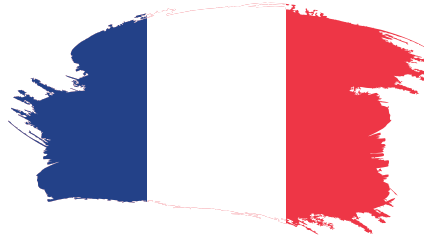
Internet based language learning sites:

www.languagesonline.org.uk

www.thisislanguange.com



4.11. French



Course Characteristics

Year 7 French is for non-native speakers who may already have some previous knowledge in French.

The course will follow the English National Curriculum disciplines of language learning; listening, reading, writing and speaking.

Course Content

Term 1:

Students will study likes and dislikes:

- To talk about their survival kit using 'avoir' (je, tu, il/elle).
- To describe themselves and to understand adjective agreement (singular).
- To talk about other people and to understand adjective agreement (plural).

Term 2:

Students will learn how to talk about their hobbies and to practise using the present tense of –er verbs.

- To talk about films and to practise using of avoir and être.
- To talk about reading and to practise using –ir and –re verbs.
- To talk about the internet and to practise the verbs aller and faire.
- To talk about what they did yesterday evening and to practise using the Perfect Tense.

Term 3:

Students will study personal and cultural identity:

- To talk about personality and to practise adjectival agreement.
- To talk about relationships and to practise using reflexive verbs.
- To talk about music and to practise agreeing, disagreeing and giving reasons.
- To talk about clothes and to practise using the Near Future Tense.
- To talk about their passion and to practise using the past, present and future tenses.

Resources

Textbook:

“Studio Rouge”

Internet based language learning sites:

www.languagesonline.org.uk

www.thisislanguages.com

4.12. Inhoud vak Nederlands (Dutch)



Course Characteristics

Algemeen: In Year 7, groep 8 basisonderwijs, wordt aan de hand van de methode ‘Taal actief’ de leerling voorbereid op de overstap naar het vak Nederlands op de middelbare school.

De nadruk ligt op de onderstaande taalvaardigheden:

- Grammatica (taal- rekenkundig ontleden)
- (Werk)woordspelling
- Begrijpend Lezen
- Woordenschat
- Lezen van fictie

Bovengenoemde 5 taalonderdelen worden verspreid over de 3 terms aangeboden.

Ter ondersteuning van het programma Nederlands wordt gebruik gemaakt van de (huiswerk)methode ‘Snappet’ die de leerling in staat stelt zelfstandig bovengenoemde 5 taalvaardigheden intensief te trainen.

Het lezen van fictie, thuis en op school, wordt enorm gestimuleerd. De Nederlandse bibliotheek daagt de leerling uit om een jaarlijkse boekenlijst aan te leggen.



يهدف المنهج إلى تنمية المهارات التالية للطالب:

- القراءة
- الكتابة
- التحدث
- الاستماع

يتم تدريس كتاب وزارة التعليم والتعليم العالي في دولة قطر للصف السابع وكالاتي:

الفصل الأول

- وحدة النصوص المعلوماتية.
- وحدة النصوص التفسيرية

الفصل الثاني

- وحدة النصوص الشعرية.
- وحدة النصوص السردية.

الفصل الثالث

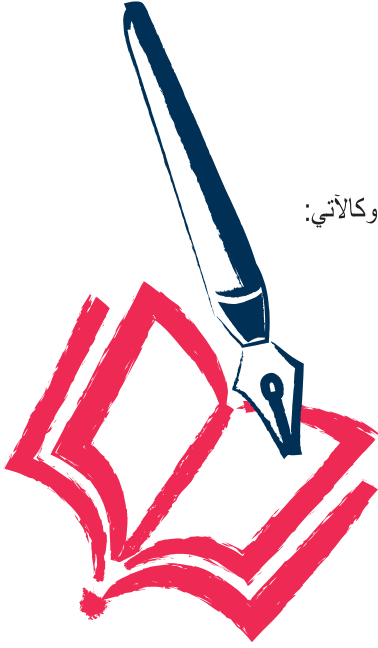
- وحدة النصوص النقاشية .
- وحدة النصوص الإقناعية..

ويتم تقييم الطالب عن طريق عمل امتحانات في كل فصل دراسي وكالتالي:

- امتحان منتصف الفصل.
- امتحان نهاية الفصل.

المصادر:

منهج اللغة العربية المعتمد من قبل
وزارة التعليم والتعليم العالي في دولة قطر



يدرس الطالب في الصف السابع ٣ وحدات ، كل وحدة تحوي درسين.
الوحدة الأولى تتحدث عن قطر في العصور القديمة وما هي أهم الحضارات التي تواجدت في منطقة الخليج العربي.
أما الوحدة الثانية فتتحدث عن تاريخ الخليج العربي في العصور القديمة ودور أبناء قطر في نشر الإسلام.
الوحدة الأخيرة تتحدث عن الثقافة العربية الإسلامية وكيفية الحفاظ عليها.



- يهدف المنهج إلى تنمية المهارات التالية للطالب:
- تطبيق أحكام التجويد تطبيقاً صحيحاً فيما يتلو أو يسمع
- تفسير الآيات المقررة تفسيراً صحيحاً
- بيان الأحاديث النبوية الشريفة المكونة لشخصية المسلم
- الإيمان بالله تعالى والاستدلال على وجوده بمظاهر قدرته
- معرفة مقاصد الشريعة وتأديتها بطريقة صحيحة
- معرفة معالم سيرة النبي -صلى الله عليه وسلم- ومنهج تعامله والتعبير عن الإيمان به ومحبه وطرق الاقتداء به
- معرفة بعض قصص الأنبياء والقصص القرآني واستخلاص الدروس والعبر، والعمل على ربطها بحياته وسلوكه
- التحلي بالأخلاق الإسلامية في علاقته مع الله -تعالى-.

يتم تدريس كتاب الإسلامية المقرر من وزارة التعليم والتعليم العالي للصف السابع وكالاتي:

- القرآن الكريم وعلومه
 - الحديث الشريف
 - العقيدة الإسلامية
 - الفقه الإسلامي وأصوله
 - السيرة والبحوث الإسلامية
 - الآداب والأخلاق الإسلامية
- ويتم تقييم الطالب عن طريق:
- اختبارات قصيرة تحريرية وشفوية
 - واجبات الطالب الأسبوعية
 - تسميع القرآن والأحاديث النبوية الشريفة المقررة
 - امتحان منتصف ونهاية الفصل





5. IGCSE and IB Diploma

Here at Compass International School Doha, we offer highly respected and globally recognised programmes for our examination students. As a leading school, we are confident that the combination of IGCSE and the prestigious IB Diploma Programme, has the required academic credentials for our students to 'Be Ambitious' in their applications to well-regarded universities around the world.

Below are some headline facts about each examination course.

International General Certificate Secondary Education (IGCSE):

- Two year examination course
- Core subjects must be studied: Maths, English, Science and a modern Foreign Language
- Three subjects to be chosen from an extensive range of curriculum areas
- Most subject are completed with a final examination which is externally assessed and graded
- IGCSEs are globally recognised as a strong standard of completion of Secondary School

International Baccalaureate Diploma Programme (IBDP):

- Two year examination course
- Students to select six subjects: three at Higher Level and three at Standard Level
- Six subject categories; Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and the Arts
- Students must also complete the three core elements; Theory of Knowledge, Extended Essay (4000 Words) and Creativity, Activity & Service (CAS) projects
- All subjects will be assessed through a final examination which is externally assessed and graded
- IB Diploma is globally recognised as a rigorous and highly respected qualification accepted by universities around the world



Be Ambitious

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