



# Australian School of Abu Dhabi – UAE

Branch of

Australian International Academy, Melbourne – Australia

## Parent Curriculum Overview

MYP Year Two

From 9<sup>th</sup> of January to 23<sup>rd</sup> of March 2017

Subject	Content Covered	Targeted Learning Skills	Summative Assessment
<b>Arabic Language and Literature</b>	<ul style="list-style-type: none"> <li>• أميرة الشجر (نص شعري).</li> <li>• مسرحية الراعي الأمين.</li> <li>• سولار صديقة البيئة (نص معلوماتي).</li> <li>• قراءة حرة موسعة من الأدب العربي (موسم الهجرة إلى الشمال) ل: الطيب صالح.</li> <li>• ماجد والعصا السحرية (قصة مترجمة من الأدب الإنجليزي) ترجمة: يوسف الحجار.</li> <li>• الأمير الصغير (قصة مترجمة من الأدب الفرنسي) ل: أنطوان دو سانت.</li> <li>• الكرسي المتحرك (استماع وتحدث).</li> <li>• الأسلوب الإنشائي.</li> <li>• النعت والمنعوت (نحو).</li> </ul>	<ul style="list-style-type: none"> <li>• يميز المتعلم المعنى الإجمالي للنص الشعري.</li> <li>• يحلل مسرحية الراعي الأمين إلى عناصرها الفنية.</li> <li>• يحلل الفصلين الخامس والسادس من قصة (موسم الهجرة إلى الشمال).</li> <li>• يحدد دور البذل والعطاء في بناء المجتمعات في قصة (الأمير الصغير).</li> <li>• يقدم ملخص للنص المعلوماتي (سولار).</li> <li>• يوظف النعت والمنعوت في كتاباته الإبداعية.</li> <li>• يميز الأسلوب الخبري من الأسلوب الإنشائي.</li> <li>• يفرغ ما قرأه من معلومات متشعبة عن (الكرسي المتحرك) في خريطة ذهنية.</li> <li>• ينتج جملاً تضمن أساليب خبرية وإنشائية.</li> </ul>	<ul style="list-style-type: none"> <li>• ستكون المهمة هي كتابة مقال تحليلي نقدي من خلال المقارنة بين مسرحية وفيلم قصير، وسيقيم الطالب على المعيارين (أ-ب).</li> </ul>
<b>English/ Language Acquisition Language and Literature</b>	<ul style="list-style-type: none"> <li>• Students will complete reading the novel “ Roll of thunder , hear my cry</li> <li>• They will start reading a part of the second novel “ Holes “</li> <li>• The concept of friendship and luck with exciting plot and twists</li> <li>• A vivid description of the desert prison</li> <li>• An element of mystery and comedy woven into the content</li> <li>• Elements of a story including, but not limited to Protagonist vs. antagonist, Round vs. flat characters, language as a medium to express current context</li> <li>• The importance and value of language awareness and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive , Narrative and informative writing: Students will develop the skill of producing an appropriate structure ( introduction, attention catcher , thesis sentence, body and conclusion ) and chose vocabulary to construct descriptive narrative or informative writing</li> <li>• Oral activities: Students develop the skill of responding orally to seen and unseen questions, giving small speeches, presenting their work using orally appropriate phrases. Students also develop different verbal and nonverbal cues to use to improve</li> </ul>	<p><b>Language Acquisition:</b></p> <ul style="list-style-type: none"> <li>• Criterion A: watch the video Teens React to Malala Yousafzai, study her photograph below, and then provide written answers to a set of questions.</li> <li>• Criterion C and D: Type a short essay on the following question: How might individuals’ actions change history? The essay should be 200-250 words.</li> </ul> <p><b>Language and Literature:</b></p> <ul style="list-style-type: none"> <li>• Criterion A and D: Watch the video <u><a href="#">Teens React to Malala Yousafzai, study her</a></u></li> </ul>

	<ul style="list-style-type: none"> <li>● Literary devices like simile, metaphor, imagery, personification, alliteration, hyperbole and foreshadowing</li> <li>● Connotations, denotations, and their impact on communication and the audience.</li> <li>● Summarizing, comprehending, analysing, answering questions writing essays and paragraphs related to the story.</li> </ul>	<p>communication</p> <ul style="list-style-type: none"> <li>● Formatting Microsoft Word Document</li> <li>● Research and citing sources</li> <li>● Interpret and use effective modes of non-verbal communication like gestures and intonation when interacting with others</li> <li>● Discuss ideas and knowledge with peers and teachers</li> <li>● Argue and debate , working in groups and discussing different perspectives</li> <li>● Summarise key events in a literary text</li> <li>● Paraphrase paragraphs using own words</li> <li>● Develop the skill of taking notes</li> <li>● Use conventions appropriately in written, visual and audio-visual text</li> <li>● Identify and analyse “ ideas, events and details in written, visual and audio-visual texts</li> </ul>	<p><u>photograph below</u>, and then provide written answers to a set of questions.</p> <ul style="list-style-type: none"> <li>● Criterion B C and D: Type a short essay on the following question</li> <li>● How might individuals’ actions change history? The essay should be 350-400 words.</li> </ul>
<p><b>French Language Acquisition</b></p>	<ul style="list-style-type: none"> <li>● <u>Apprendre À:</u></li> <li>● Demander et dire l'heure, Indiquer les horaires.</li> <li>● Parler de ses activités quotidiennes.</li> <li>● Son gout, ses preferences.</li> <li>● Donner des instructions et des conseils.</li> <li>● Faire un appel téléphonique.</li> <li>● Parler de sa famille.</li> <li>● Donner des nouvelles de sa famille.</li> <li>● Parler des caractéristiques d’un pays pour être capable d'Écrire un journal de voyage.</li> <li>● Parler des transports qu’on utilise.</li> <li>● Réaliser un dépliant touristique sur un pays.</li> <li>● Un cours de Géographie.</li>   <li>● <u>Pour :</u></li> <li>● Imaginer une super journée d'anniversaire.</li> <li>● Organiser une fête.</li> <li>● <u>Grammaire :</u></li> <li>● Les verbes pronominaux.</li> <li>● L'impératif.</li> <li>● Le verbe aller .</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss ideas and knowledge with peers and teachers.</li> <li>● Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>● Use a variety of media to communicate with a range of audiences</li> </ul>	<p><b>Criterion B: Comprehending written and visual text.</b></p> <p>Students will read a text of <b>238</b> words; will answer a set of comprehension questions.</p>

	<ul style="list-style-type: none"> <li>• Les prépositions devant les noms de pays ou de villes.</li> <li>• Les prépositions de lieu au, à la, aux, à l'.</li> <li>• <u>Lexique:</u></li> <li>• Les moments de la journée.</li> <li>• Les mois de l'année.</li> <li>• L'heure.</li> <li>• Les noms de pays.</li> <li>• Quelques moyens de transport.</li> <li>• La famille.</li> <li>• <u>Phonétique:</u></li> <li>• Les sons (œ, ε )</li> <li>• 1. Les sons [v] et [b].</li>   <li>• <u>Culture:</u></li> <li>• Faire fête en France.</li> </ul>		
<p><b>Sciences</b></p>	<ul style="list-style-type: none"> <li>• After completing this period students will be able to:</li> <li>• <u>Unit: Electricity and Magnetism</u></li> <li>• Explain how magnets push and pull each other.</li> <li>• Describe the difference between a temporary and permanent magnet.</li> <li>• Describe the difference between positive, negative and neutral atoms.</li> <li>• Compare the properties of magnets and electromagnets</li> <li>• <u>Unit: Ecosystem</u></li> <li>• How animals and plants depend on each other?</li> <li>• How living things compete against each other?</li> <li>• Describe the difference between biotic and abiotic factors in the ecosystem.</li> <li>• How animals and plants survive in their environment?</li> <li>• Why is it important to understand animals, plants and the environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Practise visible thinking strategies and techniques.</li> <li>• Make predictions and generate testable hypotheses</li> <li>• Design improvements to existing experiments</li> <li>• Draw unexpected or unusual connections between scientific ideas.</li> <li>• Create original works and ideas; use existing works and ideas in new ways.</li> <li>• Draw connections between Science and other subjects</li> <li>• Demonstrate awareness of media interpretations of events and ideas(including digital social media)</li> <li>• Inquire in different contexts to gain a different perspective.</li> <li>• Explore different environments to work without external distractions and interruptions.</li> </ul>	<p><b>Assessment Task 2: Criterion (B)(C)</b></p> <ul style="list-style-type: none"> <li>• They will investigate how changing the current will affect the strength of an electromagnet and write a detailed experimental investigation report. They will be able to construct a table and present the data in the form of graph.</li> </ul> <p><b>Assessment Task 1: Criterion (A):</b></p> <ul style="list-style-type: none"> <li>• Recall scientific knowledge and use scientific understanding to construct scientific explanations.</li> </ul>

<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Measurement and geometry: angles, triangles, quadrilaterals and parallel lines.</li> <li>• Units of measurement and converting units of measurement, reading scales and measuring length, perimeter, area, area of composite shapes, volume and capacity.</li> <li>• Algebra: using rules, finding formula, substitution, simplifying and the associative law.</li> </ul>	<ul style="list-style-type: none"> <li>• Managing state of mind Mindfulness – Practise focus and concentration Mindfulness– Practise strategies to develop mental focus. Perseverance – Demonstrate persistence and perseverance Self-motivation – Practise positive thinking Resilience – Practise dealing with change</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion (A): Unit test on Measurement and Geometry and Unit test on Algebra.</li> <li>• Criterion (B) and (D): investigation assessment.</li> </ul>
<p><b>Individuals and Societies</b></p>	<p>For the time being, students are having a big focus on rainforests as a second topic of <u>Geography</u>. They will structure their ideas, research tasks, and information on the following key questions/concepts:</p> <ul style="list-style-type: none"> <li>• What are the Characteristics of a Rainforest?</li> <li>• What is a Rainforest Ecosystem Like?</li> <li>• Why are Rainforests so Important?</li> <li>• Why are Rainforests Disappearing?</li> <li>• What are the main layers of a rainforest?</li> <li>• Where do we find rainforests?</li> <li>• How Can Rainforests be conserved?</li> </ul> <p>The next chapter, which will start at the beginning of February, will tackle History.</p> <p><u>History</u></p> <p>Throughout history units, students will be introduced to different history skills based on how has human ingenuity influenced the people of ancient civilizations and how has that ingenuity continued in today's world. The content is as follows:</p> <p><u>Unit of inquiry 1: Ancient Rome</u></p> <ul style="list-style-type: none"> <li>• Students will explore the ancient roman civilization and its laws.</li> <li>• The interaction between people and the natural world.</li> <li>• How humans use their understanding of scientific principles.</li> <li>• The impact of scientific and technological advances on the ancient roman community and environments.</li> </ul>	<p><u>In general the aims of the Geography syllabus are to enable students to:</u></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the interrelationships between people, places, spaces and the environment.</li> <li>• Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management.</li> <li>• Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.</li> </ul> <p><u>In general the aims of the History syllabus are to enable students to:</u></p> <ul style="list-style-type: none"> <li>• Appreciate the range of human and environmental commonalities and diversities.</li> <li>• Understand the interactions and interdependence of individuals, societies and environments in different contexts.</li> <li>• Develop effective inquiry skills to achieve conceptual understanding in humanities.</li> <li>• Identify ideas, events, issues or arguments.</li> <li>• Analyse a range of sources in terms of origin and purpose.</li> <li>• Identify different views and their implications.</li> <li>• Make connections between information to give an opinion.</li> <li>• Communicate information and ideas using an</li> </ul>	<p>After finishing with the current geographical chapter about rainforests, students will be assessed across the two following criteria :</p> <p>Criterion (B) Investigating Criterion (C) Communicating</p> <p>Students will formulate their research question &amp; follow an action plan to write a report to convince your city, neighbourhood and government of the <b>importance</b> of conserving rainforests.</p> <p>Throughout the next chapter, Students will be assessed against criteria :</p> <p>Criterion (B) Investigating Criterion (C) Communicating</p> <p>where they will be asked to design a menu of what the rich Romans ate.</p>

	<ul style="list-style-type: none"> <li>• The impact of environments on human activity.</li> <li>• How humans adapt environments to their needs.</li> </ul>	<p>appropriate style for the audience and purpose.</p> <ul style="list-style-type: none"> <li>• Organize information and ideas in a way that is appropriate.</li> <li>• Create a list of sources of information that follows the task instructions.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Arts(visual Art)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Revise elements and principle of art.</li> <li>• Painting techniques in Chinese art.</li> <li>• Chinese dynasties</li> <li>• Demonstrate an understanding that calligraphy is a Chinese tradition.</li> <li>• Calligraphy (curved and beautiful).</li> <li>• Students will be able to learn about the Chinese artist Henry II.</li> <li>• identify specific characters and symbols</li> <li>• Drawing from observation.</li> <li>• Drawing step by step.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop the skill of using brush in Chinese painting techniques.</li> <li>• Critique the artwork of self and others uses formal analysis skills.</li> <li>• Present, organize, analyse and evaluate their work and other's.</li> <li>• Creating skills (when the students create original work and ideas by using different techniques)</li> <li>• Explain ideas, thoughts, experiences and feelings expressed in their artwork.</li> <li>• Use art vocabulary to talk about art and share themes, subjects, or main ideas.</li> <li>• Use critical thinking skills to evaluate and solve problems, demonstrate the ability to be creative and innovative in identifying solutions</li> <li>• Use visual images and design principles to promote an idea and create an artwork.</li> </ul>	<p>Criterion A: Knowing and Understanding</p> <ul style="list-style-type: none"> <li>• Students conduct a research about the Chinese artist (Henry Li) and his artwork using art specific language.</li> <li>• Students use art language to analyses one artwork of their choice.</li> </ul> <p>Criterion B: Developing Skills</p> <ul style="list-style-type: none"> <li>• Students will use their canvas to create a painting by using watercolours to produce a piece of art inspired by Henry Li.</li> </ul> <p>Criterion C: Thinking Creatively</p> <ul style="list-style-type: none"> <li>• Students draft a plan by using a mind map of what they intend to do. The plan should reflect an exploration of different ways to achieve the result. The plan should also reflect how students are creatively thinking.</li> </ul> <p>Criterion D: Responding</p> <ul style="list-style-type: none"> <li>• Students' journals should exhibit a clear reflection on the artwork produced. Further, they should exhibit a clear connection between their artwork and the immediate environment through the actual product and through a written response documented in their journals.</li> <li>• Artist statement is required</li> </ul>
<p><b>Design</b></p>	<p><u>Unit 2: Exploring a book</u></p> <ul style="list-style-type: none"> <li>• Introduction to the Design cycle.</li> <li>• Identify the nature and the purpose of a creative expression, List different ways to express cultural and personal beliefs.</li> <li>• Introduction to the unit: discuss with</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiring and analysing: <ul style="list-style-type: none"> <li>○ How to write a good research question.</li> <li>○ How to formulate an appropriate design brief</li> </ul> </li> <li>• Developing Ideas: <ul style="list-style-type: none"> <li>○ List video success criteria.</li> </ul> </li> </ul>	<p>With the explosion of digital media, fewer students read books, more and more play games / engage in social media on their devices.</p> <p>Students will create a movie trailer for a book to gain their peer's attention and encourage them to read this book.</p>

	<p>students what makes a good video, steps of creating videos, video editing software.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>○ Video planning: students will use storyboarding templates to plan their videos.</li> <li>• Creating the solution: <ul style="list-style-type: none"> <li>○ Construct a logical plan</li> <li>○ Functions of video editing software</li> <li>○ Students create a tutorial video. Presentation</li> </ul> </li> <li>• Evaluating: <ul style="list-style-type: none"> <li>○ Design testing methods</li> <li>○ Self-evaluation</li> <li>○ Peer evaluation</li> </ul> </li> </ul>	<p>Students will use computers and technology to creatively and effectively entertain, attract, and inspire all ages.</p> <p>Students should follow the design cycle to finish their task.</p>
<p><b>Physical and Health Education</b></p>	<ul style="list-style-type: none"> <li>• Three core components. Students will develop fundamental knowledge of freestyle -backstroke-water safety.</li> <li>• Develop swimming skills and techniques necessary for active participation and development.</li> <li>• Develop and demonstrate physical skills, stamina, an interest in physical activity and overall wellness.</li> <li>• Students will watch demonstration videos on swimming techniques.</li> <li>• Students will watch swimming safety procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform <ul style="list-style-type: none"> <li>○ Underwater swimming</li> <li>○ freestyle stroke</li> <li>○ Back crawl stroke.</li> </ul> </li> </ul> <p>Students will practise these skills in groups and in individual situations once they have been shown demonstrations.</p>	<p><b>Criteria A and C:</b> Students take part in a water lifesaving rescue in a pool where one person is in difficulty.</p> <p><b>Criterion A and C:</b> Students will be observed to perform their development skill of underwater swimming, freestyle stroke, Backstroke, breathing skills. Students will be also asked to show responsibility for their own learning and show enthusiasm and commitment during swimming sections.</p>
<p><b>NCA</b></p>	<ul style="list-style-type: none"> <li>• درس تضاريس شبه الجزيرة العربية. في هذا الدرس سوف يستطيع الطالب التعرف على أشكال السطح التضاريس بأشكالها المختلفة من جبال وهضاب وسهول وسوف يعرض فيديو عن أشكال التضاريس بشبه الجزيرة العربية كما يتم عمل رسم بياني لارتفاعات الجبال ولأهمية السهول كما أيضاً يتم التدريب على الخريطة الطبيعية بشبه الجزيرة العربية وتحديد مواقع أشكال التضاريس.</li> <li>• درس الدولة الإسلامية في عهد الرسول. في هذا الدرس ننمي عند الطلاب قدرتهم على المناقشة وسرد ما يعرفونه عن سيرة الرسول والعصف الذهني والتفكير الناقد لتطوير مهارات التفكير لديهم كما ننمي عندهم مهارة الرسم في رسم طريق الهجرة وعمل المجسمات للغزوات الإسلامية كما يتم المقارنة بين الغزوات.</li> </ul>	<p>سوف يكون الطالب عند الانتهاء من هاتين الدرسين قادر على:</p> <ul style="list-style-type: none"> <li>• يتعرف المتعلم المفاهيم والمصطلحات الواردة في الدرس.</li> <li>• يميز بين أشكال السطح من جبال وهضاب وسهول بشبه الجزيرة العربية ومعرفة دلالات الألوان على الخريطة.</li> <li>• يحدد مواقع الجبال والهضاب على الخريطة الصماء لشبه الجزيرة العربية.</li> <li>• يقارن بين سهول تهامة وسهول الأحساء بشبه الجزيرة العربية.</li> <li>• يستنتج أسباب ضيق أو اتساع السهول الساحلية المطللة على شبه الجزيرة العربية.</li> <li>• يصنف التغيرات السياسية والاجتماعية والدينية في شبه الجزيرة العربية بعد ظهور الإسلام.</li> </ul>	<p>في الفصل الدراسي سنقوم بتقييم الطلاب بناءً على:</p> <ul style="list-style-type: none"> <li>• تقديم مشروع من عمل الطلاب بناءً على اختياره من إحدى الموضوعات التي يرغب في القيام بها مثل الترم الأول.</li> <li>• اختبار للدروس المقررة.</li> <li>• أسئلة شفاهية للطلبة ستكون خلال الحصص والتقييم مني على مدى مشاركة الطالب الفعالة.</li> </ul>

		<ul style="list-style-type: none"> <li>• يناقش مولد الرسول صلى الله عليه وسلم ونشأته.</li> <li>• يوضح بداية البعثة النبوية الشريفة.</li> <li>• يتعرف على الهجرات في الإسلام والدروس المستفادة منها.</li> <li>• يبين رحلة الإسراء والمعراج وتوضيح قدرة الله تعالى بهذه الرحلة السماوية.</li> <li>• شرح كيف قامت الدولة الإسلامية في المدينة</li> <li>• توضيح أمثلة على غزوات الرسول.</li> </ul>	
<p><b>Islamic Studies</b></p>	<ul style="list-style-type: none"> <li>• الوحدة الثالثة: بشارة ومواساة أحكام الميم الساكنة الاعتدال في الإنفاق</li> <li>• ملاحظة هامة: سوف تستكمل دروس الوحدة الرابعة بعد وصول كتاب الفصل الدراسي الثاني</li> </ul>	<ul style="list-style-type: none"> <li>• يتلو الآيات تلاوة سليمة</li> <li>• يفسر معاني المفردات</li> <li>• يحفظ الآيات غيباً</li> <li>• يحدد حالات الميم الساكنة</li> <li>• يطبق أحكام الميم الساكنة عند التلاوة</li> <li>• يستنبط خطر الإسراف على الفرد والمجتمع</li> </ul>	<ul style="list-style-type: none"> <li>• اختبار نهاية الوحدة</li> <li>• اختبار نهاية الفصل الدراسي</li> <li>• اختبار شفوي الآيات المقررة من سورة ق</li> <li>• اختبار تلاوة</li> <li>• اختبار عملي عن الصلاة</li> <li>• بحث كتابي</li> </ul>