



Australian School of Abu Dhabi – UAE

Branch of

Australian International Academy, Melbourne – Australia

Parent Curriculum Overview

MYP Year Four	From 9 th of January to 23 rd of March 2017
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Subject	Content Covered	Targeted Learning Skills	Summative Assessment
Arabic Language and Literature	<p>سوف يقوم التلاميذ بدراسة الموضوعات الآتية:</p> <ul style="list-style-type: none"> ● قصة العباءة (قصة قصيرة) ● الناس والزمان (نص شعري) ● الأفعال التي تنصب مفعولين أصلهما المبتدأ والخبر (نحو). ● التعليم (نصوص الرأي-مقال) 	<ul style="list-style-type: none"> ● يحلل عناصر النص وخيارات المؤلفين والأساليب البلاغية للنصوص. ● يحدد الفكرة في النص القصصي. ● يحلل النص الشعري تحليلاً أدبياً في سياقه التاريخي. ● يستخلص القيم والمعاني الواردة في الأبيات. ● يتذوق جمال الأسلوب والسمات الفنية للنص. ● يتعرف الأفعال التي تنصب مفعولين أصلهما المبتدأ والخبر. ● يعرب جملها إعراباً صحيحاً. ● يوظفها في مواقف حياته. ● يحلل النص مبيناً موقف المؤلف وتعليقه. ● يقيم مدى تمكن المؤلف من تحقيق غايته. 	<p>كتابة مقال تحليلي نقدي (مقارن بين عمليين)</p>
Islamic Studies	<ul style="list-style-type: none"> ● حجة الوداع ووفاء الرسول ● الإيمان فضل من الله ● الإمام مسلم <p>ملاحظة: سوف تستكمل دروس الوحدة الرابعة بعد وصول كتاب الفصل الدراسي الثاني</p>	<ul style="list-style-type: none"> ● يتلو الآيات تلاوة سليمة ● يفسر معاني المفردات ● يحفظ الآيات غيباً ● يستنتج الدروس والعبر من حجة الوداع ● يحرص على الاقتداء بالإمام مسلم ● التعاون المجتمعي ● البحث ● إدارة الذات ● التواصل 	<ul style="list-style-type: none"> ● اختبار كتابي لنهاية الوحدة ● اختبار كتابي لنهاية الفصل الدراسي ● اختبار شفوي لآيات سورة الحجرات ● اختبار عملي عن صلاة الاستخارة
NCA	<ul style="list-style-type: none"> ● الحماية الشاملة للحفاظ على البيئة. ● التشجير ومكافحة التصحر 	<ul style="list-style-type: none"> ● يناقش المتعلم المفاهيم والمصطلحات الواردة بالدروس. ● يستنتج العوامل المؤدية إلى تدهور التنوع البيولوجي. 	<p>في الفصل الدراسي الثاني سنقوم بتقييم الطلاب بناءً على:</p> <ul style="list-style-type: none"> ● تقديم مشروع من عمل الطلاب بناءً على اختياره من

	<p>في دروس الاجتماعيات لهذا العام نسعى لبث روح البحث عن المعلومة والوصول إليها بالعديد من الوسائل ككتاب البيئة أو عن طريق الشبكة العنكبوتية. فنتعرف في هذا الدرس على أنواع المحميات الطبيعية سواء البرية أو البحرية وإظهار جهود الدولة في حماية الطيور والثروة الحيوانية والثروة البحرية. ولهذا يتم البحث وعمل المخططات الذهنية والجداول واستخدام الصور في استنتاج المعلومة والخرائط والخطوط الزمنية والمناقشة واستخدام مهارات مختلفة لتنمية قدرة الطلاب على الاستيعاب والفهم.</p>	<ul style="list-style-type: none"> ● يثمن سياسة دولة الإمارات العربية المتحدة في الاهتمام بالمحميات الطبيعية. ● يوضح الجهود والإجراءات التي بذلتها دولة الإمارات العربية المتحدة في رعاية الطيور. ● يستنتج إسهامات المشاريع العربية المتحدة في مدينة العين. ● يتعرف أنواع الأشجار المزروعة في دولة الإمارات العربية المتحدة. ● يحدد على خريطة شبه الجزيرة العربية المسطحات المائية التي تتجمع فيها أبقار البحر. 	<p>إحدى الموضوعات التي يرغب في القيام بها مثل الترم الأول.</p> <ul style="list-style-type: none"> ● اختبار للدروس المقررة. ● أسئلة شفاهية للطلبة ستكون خلال الحصص والتقييم منى على مدى مشاركة الطالب الفعالة.
<p>English/ Language Acquisition Language and Literature</p>	<p>Unit 3: Civilization vs. Society:</p> <ul style="list-style-type: none"> ● Students will study the novel “Lord of the Flies.” ● The concepts of ‘culture,’ ‘structure,’ and ‘personal expression’ ● The theme of good vs. evil ● The ideas of savagery and civilization ● Structure and leadership in society ● How self-expression can promote a diverse culture ● To what extent society may hinder self-expression ● The concept of personal expression vs. society ● The Milgram experiment ● Literary devices ● Vocabulary related to the novel ● Close readings of the novel/other literary texts ● Literary responses, diary writing, etc. ● Group work, research and presentations ● Classroom discussions 	<ul style="list-style-type: none"> ● Interpreting and using effective modes of non-verbal communication like gestures when interacting with others ● Discussing ideas and knowledge with peers and teachers in discussions ● Negotiating effectively when debating, working in groups and discussing conflicts ● Skimming / Scanning ● Analysing texts effectively ● Evaluating the conventions used in written, visual and audio-visual texts ● Identifying ideas, events and details in written, visual and audio-visual texts ● Oral interaction/communication ● Using an increasing vocabulary to create meaning ● Diary writing ● Structuring and organizing a journal ● Discussing and evaluating evidence in relation to debatable questions ● Identifying key aspects of understanding an intended target audience ● Analysing different tools implemented within speech ● Writing analytical commentaries and responding to literary texts ● Comparing and contrasting different forms of texts 	<p>Language & Literature:</p> <p>CAT 1: Criterion A: The students will watch a scene from ‘<i>The Lottery</i>’ and will study an image entitled ‘<i>The Mask</i>’. They will then write a commentary on the texts and will answer other questions based on the two texts.</p> <p>CAT 2: Criterion C and D: Students will write an analytical commentary (600-800 words) based on the novel. ‘To what extent is Ralph a representation of both savagery and civilization?’ They must back up their responses with evidence from the novel.</p> <p>Language Acquisition:</p> <p>CAT 1: Criterion B: The students will study an image and read a text on the theme of good and evil. They will then answer questions related to both texts.</p> <p>CAT 2: Criterion A: The students watch a scene from ‘<i>The Lottery</i>’ and study an image. They will then</p>

<p>French Language Acquisition</p>	<p><u>Ma ville et mon expérience de shopping</u> <u>Apprendre à:</u></p> <ul style="list-style-type: none"> ● Localiser dans l'espace. ● Exprimer un désir. ● Faire visiter ta maison. ● Décrire ta chambre et imaginer ta chambre idéale. ● Faire des achats ● Parler de ton argent de poche, tes dépenses. ● Parler de tes passions. ● Apprendre les différents types de magasins. ● Faire du shopping et acheter un cadeau pour un(e) ami(e). ● Compter jusqu'à l'infini. ● Acheter un cadeau pour un(e) camarade. ● Les commerces et le marché. ● Les différents magasins. ● Commencer une collection. ● Acheter en ligne, vous avez essayé cette expérience ? ● Organiser un vide-grenier dans la classe. <p><u>Grammaire</u></p> <ul style="list-style-type: none"> ● Les prépositions et les adverbes de lieu ● C'est... / Il/Elle est... Ce sont / Ils/Elles sont... ● Le verbe vouloir. ● Les pronoms COD ● Les adjectifs démonstratifs. ● Les questions avec <i>combien</i>. <p><u>Lexique</u></p> <ul style="list-style-type: none"> ● Les pièces de la maison ● Les objets et les meubles ● La chambre. ● Les couleurs (révision). ● Les nombres de 70 à 100. ● Les achats et l'argent. ● Les magasins. ● Les cadeaux et les objets. <p><u>Phonétique</u></p>	<ul style="list-style-type: none"> ● Explore, read a variety of sources for information. ● Infer inferences and make conclusions when reading seen and unseen texts. ● Use a variety of media to communicate with a range of audiences. ● Use brainstorming and visual diagrams to generate new ideas and inquiries. 	<p>evaluate, compare, and contrast the texts.</p> <p><u>Criterion B:</u> <u>Comprehending written and visual text</u> Students will read three different text of about 450 words. Students will study three different pictures and then will respond to a set of questions.</p>
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	<ul style="list-style-type: none"> • Les sons [f] / [v] et [b] / [p]. • Les sons [ʒ] et [ʝ]. <p>Culture</p> <ul style="list-style-type: none"> • Où acheter en France? <p>Petite Histoire</p> <ul style="list-style-type: none"> • La nuit blanche de Zoé (Chapitre 3,4) 		
Biology	<p>9C- 9th of January to 2nd of March</p> <p><u>Unit 1: Ecosystem</u> Students will be covering following topics in this unit</p> <ul style="list-style-type: none"> • What are the interconnected roles and functions that contributes to balanced ecosystem? • Mapping ecosystems. <p><u>Unit 2- How is life organized?</u> Students will be covering following topics in this unit</p> <ul style="list-style-type: none"> • What are the characteristics of living things? • What are cells? • What roles do cell carry out? • What are tissues organ and organ system? • What are the patterns and functions of cells, tissues and organs? <p>9B- 5th of March to 23rd of March</p> <p>Students will be covering following topics in this unit</p> <p><u>Unit 1- Ecosystem</u></p> <ul style="list-style-type: none"> • How do organisms interact? • What are the interconnected roles and functions that contribute to a balanced ecosystem? • Flow of energy. 	<ul style="list-style-type: none"> • Formulate scientific questions about observed relationships, ideas, problems, and/or issues, make predictions, and/or formulate hypotheses to focus inquiries or research • Gather data from laboratory and other sources, and organize and record the data using appropriate formats, including tables, graphs, and/or diagrams • Analyse, interpret qualitative and/or quantitative data to determine whether the evidence supports or refutes the initial prediction or hypothesis, identifying possible sources of errors, and suggest improvement. • Draw conclusions based on inquiry results and research findings, and justify their conclusions • Develop the skill to construct food web. • Select, organize, and record relevant information on insectivorous plant and cite their sources in MLA format. • Formulate scientific questions about observed relationships, ideas, problems, and/or issues, make predictions, and/or formulate hypotheses to focus inquiries or research • Gather data from laboratory and other sources, and organize and record the data using appropriate formats, including tables, graphs, and/or diagrams 	<p><u>CAT 1</u></p> <p>Students will design an open-ended investigation to assess one factor, which affects the growth of mould. They will be assessed on criterion B and criterion C.</p> <p><u>CAT 2</u></p> <p>Students will write a report (1000 words) on how to stop the extinction of Arabian turtles. They will be assessed on criterion D</p> <p><u>CAT 3</u></p> <p>Students will give unit test on the unit “Ecosystem” They will be assessed on criterion A</p>
Physics	<ul style="list-style-type: none"> • Gathering data to analyse everyday motions produced by forces, such as measurement of distance and time, speed, force, mass and 	<ul style="list-style-type: none"> • Break problems down into simple components. • Graph analysis 	<p>Criterion A: Knowing and understanding – Levelled summative assessment problems</p> <ul style="list-style-type: none"> • Problems allowing for application of

	<p>acceleration.</p> <ul style="list-style-type: none"> ● Recognising that a stationary object, or a moving object with constant motion, has balanced forces acting on it. ● Using Newton's Second Law to predict how a force affects the movement of an object. ● Recognising and applying Newton's Third Law to describe the effect of interactions between two objects. ● Recognising that the Law of Conservation of Energy explains that total energy is maintained in energy transfer and transformation. ● Recognising that in energy transfer a variety of processes can occur, so that usable energy is reduced and the system is not 100 per cent efficient. ● Comparing energy changes in interactions such as car crashes, pendulums, lifting and dropping. ● Using models to describe how energy is transferred and transformed within systems. 	<ul style="list-style-type: none"> ● Information retrieval ● Listening & observing ● Scientific reading ● Data representation ● Scientific writing ● Knowledge presentation <p>TOK</p> <ul style="list-style-type: none"> ● If a number represents a physical quantity then must its sign be physically significant. Are there any quantities that can't be negative e.g. mass, length, time ● The use of language velocity and speed, ask students if other languages make a distinction. ● How simulations make visualisation easier. 	<p>understanding forces, forms of energy and relationships between force and motion</p> <ul style="list-style-type: none"> ● Questions and problems measuring the knowledge and understanding of math skills required for representing and processing data. <p><u>Criterion D-Students will write a report (600 - 800 words) on the impact of physics on communication technology.</u></p> <ul style="list-style-type: none"> ● Discuss beneficial uses of the communication devices in today's society. ● • discuss and evaluate the implications of international collaboration among scientists in communication technology field.
<p>Chemistry</p>	<p><u>9B- 9th of January to 2nd of March</u> <u>UNIT: Mapping Matter</u> AXZ Notations for elements</p> <ul style="list-style-type: none"> ● Understand and interpret AXZ notations. ● Create AXZ notations from protons, neutrons and electrons. <p>The majority Elements</p> <ul style="list-style-type: none"> ● Identify metals as majority elements in periodic table. ● Describe some properties of metals. <p>The Minority Element</p> <ul style="list-style-type: none"> ● Describe the properties of non-metal and metalloids ● Discuss differences between metal, non-metal and metalloids ● List uses of some non-metals <p>How should the name of newly discovered elements be determined</p>	<ul style="list-style-type: none"> ● Develop skill to design and perform lab investigation on classifying elements into metals and non-metals. ● Formulate scientific questions about observed relationships, ideas, problems, and/or issues, make predictions, and/or formulate hypotheses to focus inquiries or research ● Analyse, interpret qualitative and/or quantitative data to determine whether the evidence supports or refutes the initial prediction or hypothesis, identifying possible sources of errors, and suggest improvement. ● Research on topic safe disposal of chemicals, naming new elements, ● Scientific article reading on germanium. ● Select, organize, and record relevant information on insectivorous plant and cite their sources in MLA format. ● Students will be invited to think like 	<p>CAT 1 Students will design and perform a lab on classifying four different elements into metals and non-metals based on their properties. Students will be assessed on criteria B and C</p> <p>CAT 2 Unit Test- on the unit mapping matter Students will be assessed on criterion A</p> <p>CAT 3 Research on toxicity and safe disposal of one chemical used at home.</p>

- Understand why chemical symbol is important to represent elements.
 - Explain how names of the new elements are determined.
- UNIT: How do atoms bond?**
- Ionic Bond**
- Formation of positive ions and negative ions.
 - Describe formation of ionic compounds.
- Covalent compounds**
- Describe non-metals form covalent bonds
 - Differentiate between properties of ionic and covalent bonds
- 9A- 5th of March to 23rd of March**
- Unit Mapping Matter**
- Structure of atom
 - Electron arrangement
 - Geography of the periodic table
 - Periodic table a valuable tool

Mendeleev to develop Thinking skills.

<p>Mathematics</p>	<ul style="list-style-type: none"> ● Explain what scientific notation is and why it is important. ● Conversion from one unit to the other. ● Identify the dimensions of all the sides of a given 2-D shape and calculate the perimeter. Perform them correctly. ● Master the formulas for areas of basic shapes. ● Identify the different shapes in composite shapes and solve for areas. ● Determine and apply the different formulas for surface areas. ● Solving problems with circles and sector of circles. ● Solving problems with 3-D objects, e.g. surface area of prisms. ● Solve word problems. 	<ul style="list-style-type: none"> ● Students learn how to conduct an investigation ● Students develop the skill of working within a certain time frame ● Students learn how to transfer their mathematical skills to real-life situations ● Students develop their skill of graphing in real-life contexts ● Students develop the skill of tackling a math problem from various perspectives. ● Using a calculator accurately 	<p>Summative Task: Criterion A</p> <ul style="list-style-type: none"> ● Written test on the topic, testing their understanding and knowledge of the topic. ● Use appropriate mathematical language (notation, symbols, terminology) in both oral and written communications, with guidance from the teacher. ● Use different forms of mathematical representation (simple formulae, diagrams, tables, charts, graphs and models) with guidance from the teacher. ● State in writing and/or verbally, the steps followed in solving simple problems. <p>Summative Task: Criteria D & B</p> <ul style="list-style-type: none"> ● In this project two students will work in collaboration with each other and make an excel file that will calculate the areas, and total surface areas of various different 2-D and real life 3-D objects. ● Identify relevant patterns with real life objects. ● select appropriate mathematical strategies when solving authentic real-life situations ● apply the selected mathematical strategies successfully to reach a solution
<p>Individuals and Societies</p>	<p>Unit 1) This course examines major historical trade routes around the globe and explores general themes such as equity, cooperation and conflict. The students are being asked to assess whether trade is always good or bad and why it sometimes leads to conflict over cooperation.</p> <p>At the beginning of this semester the students will learn about Historical trade routes and analysing whether global trade can foster positive global relation and cooperation or if global trade, based on exploitation, is not sustainable and can cause conflict.</p> <p>Unit 2) This Unit focuses on the key concept of</p>	<p>Students will develop the skills to analyse a variety of primary and secondary source materials and learn to apply their analysis in essays, PowerPoint Presentations and tests as well as in evaluating the origin, purpose, value and limitation of historical evidence and sources</p> <p>They will also develop the skills to propose and compose their own research and arguments, based on their learning, in their research projects and Summative Assessments.</p>	<p>Unit 1) The students will write a 250-300 word argumentative/persuasive essay on only one of the following statements:</p> <ul style="list-style-type: none"> ● “The Slave Trade had the most short term and long term effects of any trade in world history.” Do you agree? Explain. <p><u>or</u></p> <ul style="list-style-type: none"> ● “Throughout history trade and commerce has led to more conflict than cooperation.” Do you agree? Explain. <p>They will decide which statement they will</p>

	<p>change and primarily how technology and industrial advances have changed our everyday and working lives, for better and for worse. The key areas we will focus on are;</p> <p>Factual -</p> <ul style="list-style-type: none"> • What key changes were brought by industrialization to daily life in the nineteenth and twentieth centuries? • How did mass production change daily life? What key changes were brought by war to daily life in the twentieth century? • What impact have governments had on daily life in the twentieth century? <p>Conceptual -</p> <ul style="list-style-type: none"> • How has technical innovation changed our daily lives? <p>Debatable -</p> <ul style="list-style-type: none"> • To what extent has new technology improved the lives of individuals? • To what extent does conflict bring lasting change to daily life? • Has technology or government action been more important for changing daily lives in the twentieth century? 		<p>discuss and state whether they agree or disagree with the statement. Then, write an explanatory essay to convince the reader to agree with their argument. A third alternative is for the student to propose his/her own research question and prepare this. The teacher must approve this before starting.</p> <p>Unit 2) CAT 1 The impact of industrialisation on individual, household and daily life. The task is to create an information board and use a range of evidence to show how industrialisation has affected an individual's household and daily life.</p> <p>This summative task is assessed against Criteria A and C.</p>
<p>Commerce</p>	<p>Unit 7 - (Topic 2) - E-Commerce In this unit, students will focus on how the internet and the development of E-Commerce have changed the way people access commercial and legal information and how consumers buy and sell goods and services in today's global market.</p> <p>They will learn about:</p> <ul style="list-style-type: none"> • E-commerce and the internet • The use of e-commerce for commercial purposes by public and private institutions and individuals • The advantages and disadvantages of using the internet for research and for buying/selling things online. • Online shopping 	<ul style="list-style-type: none"> • Develop classroom discussion skills and activities by encouraging others to contribute • Carry out research effectively and learn how to manage their time to and plan effectively for a project. • Collect and analyse data in order to meet objectives • Develop communication skills through the use of presentations and group work • Learn to be more creative in their writing and thinking throughout this largely activity based unit. • Develop the skill of working within a certain time frame 	<p>CAT 1 (B&D) As part of this unit, students will have to come up with their own business idea. They will then have to write a press release for their business, telling their customers that they have just launched their e-commerce website, meaning that they can now purchase products from them online as opposed to coming into the store. The press release will include information about the business, current locations, what they sell, the fact they are now online and the benefits to the customer that they can buy from them online.</p> <p>CAT 2 (A&C) As part of this unit, students will have to come up with their own business idea, and using this</p>

	<ul style="list-style-type: none"> • Sources of advice on consumer issues • Protection issues and laws • Accessing Financial services online • Online business Communications • Issues related to e-commerce including workplace issues and privacy. 		<p>idea they will begin to design (paper based) their 6 page e-commerce website for their business, incorporating everything they have learned to date about e-commerce. This includes the components of a good/bad e-commerce websites, security, payment methods and the process they follow right through to checkout.</p>
<p>Arts</p>	<ul style="list-style-type: none"> • Introduction to abstract art, and the difference between representational and non-representational art. • General discussion about the following art works: <ul style="list-style-type: none"> ○ Superknit 5 1970 created by Robert Rooney ○ Hard Edge 1960 created by IlyaBolotowsky. ○ The anatomy lecture of Dr. Nicolas 1632(as a representational art) ○ Blue #1" [2000] by Harley Hahn • The difference between figurative and non-figurative art. • The appreciation of art and the meaning of (Aesthetics) and the exploration of the following: <ul style="list-style-type: none"> ○ Characteristics, creation, meaning and perception. • Harley Hahn abstract art • General introduction about different forms of abstract: <ul style="list-style-type: none"> ○ Cubism (students will create cubist composition using three elements of art: line, shape and colour) ○ Neo-plasticism (1920-1940) ○ Using two elements of art (line and colour) ○ Conceptual art, contemporary realism, photorealism, and hyper realism (1960-1975) ○ Abstract expressionism (1970-1990) ○ Post- modernism (1975) 	<ul style="list-style-type: none"> • Demonstrate the acquisition and development of the skills and techniques of the art form studied. • Create an artistic response that intends to reflect or impact on the world around them. • Criticize the artwork of self and others. 	<p>Criterion: A Knowing and Understanding</p> <ul style="list-style-type: none"> • Use expressive, subjective language with lively descriptions to compare and contrast between the following abstract art works: <ul style="list-style-type: none"> ○ Superknit 5 1970 created by Robert Rooney ○ Hard Edge 1960 created by IlyaBolotowsky. • Students should pay particular attention to how the artists' culture and personality impacted their artwork. • Compare between <u>The Anatomy Lecture</u> of Dr Nicolas 1632, as a representational art, and Blue #1" [2000] by Harley Hahn as a Non-representational art using the provided step-by step guide. <p>Criterion: B Developing Skills</p> <p>Using elements and principles of design create your own abstract composition inspired by Harley Hahn. The suggested medium is acrylic paint.</p> <p>Criterion: C Thinking Creatively</p> <ul style="list-style-type: none"> • Prior to embarking on the completion of an Abstract Artwork, develop your artistic intention, taking into consideration the creative process. Keep in your consideration the development and exploration of the idea will be marked. • After completing the project, you should present your work to your classroom and explain how and why you chose to render the

			<p>subject as you did. Organize your ideas using mind map (graphic organizer) in your journal.</p> <ul style="list-style-type: none"> Your journal must be informative, creative and interesting. <p>Criterion: D Responding</p> <ul style="list-style-type: none"> Present your artwork using power point. Criticize your work using language of art in your journal. Criticize your peer's artwork in your journal. You can use the checklist provided to ensure you are on track.
<p>Design</p>	<p>Unit 2: Marketing and Promotions</p> <ul style="list-style-type: none"> Any product, idea or organization needs promotion to provide information to its target audience about its features or activities. The students will follow the Design cycle to design an effective communication tool to promote to a product to reach out to its target audience with variety of formats. Identify the importance of logos, slogans and what do they mean. 	<ul style="list-style-type: none"> Use appropriate forms such as Websites, Videos, PowerPoint presentations to communicate information effectively for different purposes and audiences. Develop classroom discussion skills and activities by encouraging others to contribute Select and use technology effectively and productively. Collect and analyse data to set reachable goals. Use of storyboarding to design and plan for their videos 	<p>CAT:</p> <p>As young people who understand the power of advertising, and how it could be used to make a difference. The task is to create an awareness campaign outlining your ideas that target an issue you are passionate about.</p> <p>The students should choose a problem, investigate it, then design and create an awareness campaign by creating a video to highlight the problem and produce a solution on how to stop or avoid it.</p> <p>The covered criteria:</p> <p>A: Inquiring and Analysing</p> <p>B: Developing Ideas</p> <p>C: Creating the solution</p> <p>D: Evaluation</p>