



# Australian School of Abu Dhabi – UAE

Branch of

Australian International Academy, Melbourne – Australia

## Parent Curriculum Overview

MYP Year Five

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

Subject	Content Covered	Targeted Learning Skills	Summative Assessment
Arabic Language and Literature	<ul style="list-style-type: none"> <li>• سيقوم الطلاب بدراسة النص القرآني (من سورة القلم).</li> <li>• دراسة الاستثناء بأنواعه.</li> <li>• دراسة النص الأدبي " أنا من يدل بالكتب الصحاب).</li> <li>• دراسة النص الأدبي "حلل الربيع".</li> <li>• قصة " الكرتونة " للكاتب "نايف النوايسة".</li> <li>• قصة " زعتر وزنجبيل"، د. سعد العريمين.</li> <li>• قصة "الشاعر النمر"-تاكا يما تون.</li> <li>• السيرة الذاتية "طه حسين".</li> <li>• مقال الدول بين الابتكار أو الاندثار.</li> <li>• العمود الصحفي " اعترافات في عام القراءة".</li> <li>• نصوص الاستماع: كيف تكون مبدعا -لا تنتم إلا لنفسك.</li> <li>• دروس المحادثة: بعد 10 سنوات من أنا؟ - مناظرة حول وسائل التواصل الاجتماعي.</li> <li>• دروس الكتابة: لماذا يجب أن أكون مبتكرا؟ - اعترافات حول القراءة والكتاب.</li> <li>• أسلوب الاختصاص.</li> <li>• درس "الطباق والمقابلة".</li> </ul>	<ul style="list-style-type: none"> <li>• مهارة التعاون المجتمعي:</li> <li>• ممارسة القيادة من خلال الأدوار المتنوعة ضمن المجموعات. يتعرف المعاني المختلفة ضمن السياقات ملتفتا إلى خصائص النص.</li> <li>• يتعرف أسلوب الاستثناء ويوظفه في مواقف حياتية.</li> <li>• يتعرف أسلوب الاختصاص ويعربه، ويوظفه.</li> <li>• يحلل النصوص الشعرية تحليلا فكريا ونقديا وبلاغيا.</li> <li>• يحلل المتعلم علاقة الزمان والمكان بفكرة القصة وتأثيرها في تطوير الحكمة من خلال الاسترجاع.</li> <li>• يتعرف مفهوم الرمز ووظيفته في القصة.</li> <li>• يطور معجمه اللغوي بالبحث عن المترادفات والأضداد.</li> <li>• يحدد خصائص السيرة الذاتية ويحلل أحداثها.</li> <li>• يعلق على قضايا اجتماعية.</li> <li>• يحلل فكرة المقال، ويربط خبراته بأفكار المقال.</li> <li>• يحلل المادة المسموعة محددا الفكر والحجج.</li> <li>• يقدم عرضا تقديمي يعبر فيه عن نفسه بطلاقة.</li> <li>• يظهر قدرة واضحة في كتابته في السيطرة على الموضوع، ويستخدم أدلة إقناعيه لإبراز أفكاره.</li> <li>• يتعرف مفهوم الطباق والمقابلة.</li> <li>• مهارة التواصل:</li> <li>• استخدام مجموعة متنوعة من التقنيات الخاصة بالتواصل مع الجماهير.</li> <li>• المشاركة والإسهام في شبكات الإعلام الاجتماعي الرقمي.</li> </ul>	<ul style="list-style-type: none"> <li>• سيقوم الطلاب كتابة سيرة ذاتية. (معيار ب-ج د).</li> <li>• سيقوم الطلاب بكتابة مقارنة بين قصتين قصة ذات مضمون اجتماعي (معيار أ-د)</li> </ul>

		<ul style="list-style-type: none"> <li>● مهارة إدارة الذات:</li> <li>● التدرّب على التفكير الإيجابي.</li> <li>● النظر في الآثار الأخلاقية والثقافية والبيئية.</li> </ul>	
<b>Islamic Studies</b>	<ul style="list-style-type: none"> <li>● صاحب الجنّتين</li> <li>● آداب اللباس</li> <li>● منهج النبي صلى الله عليه وسلم في الدعوة</li> </ul> <p>ملاحظة: سوف تستكمل دروس الوحدة الرابعة بعد وصول كتاب الفصل الدراسي الثاني</p>	<ul style="list-style-type: none"> <li>● يتلو الآيات تلاوة سليمة</li> <li>● يفسر معاني المفردات</li> <li>● يحفظ الآيات غيبًا</li> <li>● يحافظ على نعمة المال</li> <li>● يتأدّب بأداب اللباس</li> <li>● يعدد أثر المنهج النبوي في الدعوة إلى الله</li> <li>● التعاون المجتمعي</li> <li>● البحث</li> <li>● إدارة الذات</li> <li>● التواصل</li> </ul>	<ul style="list-style-type: none"> <li>● اختبار كتابي لنهاية الوحدة</li> <li>● اختبار كتابي لنهاية الفصل الدراسي</li> <li>● اختبار شفوي لآيات سورة الكهف</li> <li>● اختبار عملي عن صلاة الجنّاة</li> </ul>
<b>English/ Language Acquisition &amp; Language and Literature</b>	<ul style="list-style-type: none"> <li>● Students will study the Novel “Brave New World”.</li> <li>● The concept of a Utopian/Dystopian Society</li> <li>● The themes of Free Will versus Enslavement, Class Conflict, Science and Technology and Knowledge versus Ignorance</li> <li>● Elements of a story including, but not limited to Protagonist vs. antagonist, Round vs. flat characters, Plot</li> <li>● Technology and science as a form of regulating life</li> <li>● The Theory of Pavlovian Classical Conditioning</li> <li>● Vocabulary related to science, technology, government, dystopia, etc....</li> <li>● Language as a medium to express current context</li> <li>● The importance and value of language awareness and understanding</li> <li>● Literary devices like oxymoron, symbolism and foreshadowing</li> <li>● Connotations and denotations and their impact on communication and the audience.</li> </ul>	<ul style="list-style-type: none"> <li>● Argumentative writing: Students develop the skill of developing an appropriate structure and chose vocabulary to construct argumentative essays</li> <li>● Oral Interviews: Students develop the skill of writing appropriate phrases to use in response to seen and unseen questions. Students also develop different verbal and nonverbal cues to use to improve communication</li> <li>● Formatting Microsoft Word Document</li> <li>● Interpret and use effective modes of non-verbal communication like gestures when interacting with others</li> <li>● Discuss ideas and knowledge with peers and teachers in circle discussions</li> <li>● Negotiate effectively when debating, working in groups and discussing conflicts</li> <li>● Summarise key events in a literary text</li> <li>● Paraphrase paragraphs using own words</li> <li>● Develop the skill of taking notes using the Cornell Method</li> <li>● Evaluate the conventions used in written, visual and audio-visual text</li> <li>● Identify ideas, events and details in written, visual and audio-visual texts</li> </ul>	<p><b>Language Acquisition:</b></p> <ul style="list-style-type: none"> <li>● <b>Criterion A:</b> Students will listen to an interview on <i>Eugenics</i> and study a poster for a <i>Eugenics Exhibition</i>, and then respond to set questions in individual oral interviews of 4 to 5 minutes.</li> <li>● <b>Criterion C and D:</b> Type a 400 word argumentative essay on a topic of global significance.</li> </ul> <p><b>Language and Literature:</b></p> <ul style="list-style-type: none"> <li>● <b>Criterion C and D:</b> Students will listen to an interview on <i>Eugenics</i> and study a poster for a <i>Eugenics Exhibition</i>, and then respond to set questions in individual oral interviews of 10 minutes.</li> <li>● <b>Criterion B, C and D:</b> Type an 800 word argumentative essay on a topic of global significance.</li> </ul>
<b>Physics</b>	<ul style="list-style-type: none"> <li>● Gathering data to analyse everyday motions produced by forces, such as measurement of distance and time, speed, force, mass and acceleration.</li> </ul>	<ul style="list-style-type: none"> <li>● Break problems down into simple components.</li> <li>● Graph analysis</li> <li>● Information retrieval</li> </ul>	<p><b>Assessment Task: Criterion A: Knowing and understanding–Levelled summative assessment problems</b></p> <ul style="list-style-type: none"> <li>● Problems allowing for application of</li> </ul>

	<ul style="list-style-type: none"> <li>● Recognising that a stationary object, or a moving object with constant motion, has balanced forces acting on it.</li> <li>● Using Newton's Second Law to predict how a force affects the movement of an object.</li> <li>● Recognising and applying Newton's Third Law to describe the effect of interactions between two objects.</li> <li>● Recognising that the Law of Conservation of Energy explains that total energy is maintained in energy transfer and transformation.</li> <li>● 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.</li> <li>● Comparing energy changes in interactions such as car crashes, pendulums, lifting and dropping.</li> <li>● Using models to describe how energy is transferred and transformed within systems.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening &amp; observing</li> <li>● Scientific reading</li> <li>● Data representation</li> <li>● Scientific writing</li> <li>● Knowledge presentation <ul style="list-style-type: none"> <li>● <b>TOK</b> <ul style="list-style-type: none"> <li>● 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</li> <li>● The use of language velocity and speed, ask students if other languages make a distinction.</li> </ul> </li> </ul> </li> <li>● How simulations make visualisation easier.</li> </ul>	<p>understanding forces, forms of energy and relationships between force and motion</p> <ul style="list-style-type: none"> <li>● Questions and problems measuring the knowledge and understanding of math skills required for representing and processing data.</li> </ul> <p><b>Assessment Task: Criterion D-Students will write a report (600 - 800 words) on the impact of physics on communication technology.</b></p> <ul style="list-style-type: none"> <li>● Discuss beneficial uses of the communication devices in today's society.</li> <li>● Discuss and evaluate the implications of international collaboration among scientists in communication technology field.</li> </ul>
<p><b>Biology</b></p>	<p><b><u>10 B- 9th of January to 2nd of March</u></b></p> <p><u>Unit 1: What chemical processes support life?</u></p> <p>In this unit students will study following topics</p> <ul style="list-style-type: none"> <li>● What are some chemical reactions, which occur inside cells?</li> <li>● Why do some organisms need to feed themselves whereas others do not?</li> <li>● Why are enzymes needed?</li> <li>● How do chemoautotrophs make food?</li> </ul> <p><u>Unit 2: Genetics</u></p> <p>In this unit students will study following topics</p> <ul style="list-style-type: none"> <li>● How the DNA structure was discovered?</li> <li>● What does the structure of DNA reveal about its function?</li> <li>● In what way is DNA the basis for</li> </ul>	<ul style="list-style-type: none"> <li>● Develop the skill of using microscope.</li> <li>● Make microscopic slides of stomata and observe it under microscope.</li> <li>● Calculate magnification.</li> <li>● Formulate scientific questions about observed relationships, ideas, problems, and/or issues, make predictions, and/or formulate hypotheses to focus inquiries or research</li> <li>● Gather data from laboratory and other sources, and organize and record the data using appropriate formats, including tables, graphs, and/or diagrams.</li> <li>● Analyse and interpret qualitative and/or quantitative data to determine whether the evidence supports or refutes the initial prediction or hypothesis, identifying possible sources.</li> <li>● Draw conclusions based on inquiry results and research findings, and justify their conclusions</li> <li>● Select, organize, and record relevant information on chemoautotrophs from</li> </ul>	<p><u>CAT 1</u></p> <p>Students will design an open-ended investigation to assess one factor affecting the growth of yeast. Their work will be assessed on Criterion B and C.</p> <p><u>CAT 2</u></p> <p>Students will give unit test on the unit "What chemical processes support life?"</p> <p>They will be assessed on Criterion A.</p> <p><u>CAT 3</u></p> <p>Students will investigate the occurrence of Diabetes in U.A.E and submit their work in the form of an essay (1000 words).</p>

	<p>inheritance and evolution?</p> <ul style="list-style-type: none"> <li>• What are alleles?</li> </ul>	internet and cite the sources using MLA format.	They will be assessed on Criterion D.
<b>Chemistry</b>	<p><b>10 A- 5th of March to 23rd of March</b> <b>Unit Wow new substance is created</b></p> <ul style="list-style-type: none"> <li>• Describing a chemical reaction</li> <li>• Balancing a chemical reaction</li> <li>• Types of chemical reactions</li> <li>• Displacement reaction of metals</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Balance chemical equations to develop thinking skills</li> <li>• Work in collaboration with other in the lab to develop social skills</li> </ul>	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Understanding and using the Cartesian plane</li> <li>• The components of the linear function <math>y = mx + c</math></li> <li>• Solving linear equations algebraically and graphically</li> <li>• Graphing linear functions and understanding their</li> <li>• Characteristics the distance between two points and midpoint.</li> <li>• Parallel and perpendicular lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn how to conduct an investigation</li> <li>• Students develop the skill of working within a certain time frame</li> <li>• Students learn how to transfer their mathematical skills to real-life situations</li> <li>• Students develop their skill of graphing in real-life contexts</li> <li>• Students develop the skill of tackling a math problem from various perspectives.</li> <li>• Using a calculator accurately</li> </ul>	<p><b>Assessment Task One</b> Students are expected to use models of Relationships, based on the theory covered in the unit, to decide on correct answers <b>(Criterion A)</b></p> <p><b>Assessment Task Two</b> Students will be able to solve problems on Linear equations and gradient involving Sketching and interpreting linear graphs Students will be given the opportunity to use the appropriate mathematical skills to solve word problems related to Graphing linear in equations and applying it in real life to find the gradient. <b>(Criterion B and D)</b></p>
<b>Individuals and Societies</b>	<p>Unit Three: The following case studies will be used in this unit: The civil rights movement in the USA The anti-apartheid movement in South Africa</p> <p><b>Unit Four:</b> A range of significant individuals is brought into this unit but there are no specific case studies used.  There is an introductory section to historiography, which explores the role of individuals in shaping history – the internationalist perspective.</p>	<ul style="list-style-type: none"> <li>• Practise visible thinking strategies and techniques</li> <li>• Negotiate ideas and knowledge with peers and teacher</li> <li>• Access information to be informed and inform others</li> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Use memory techniques to develop long term memory</li> <li>• Analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations</li> <li>• Make connections between various sources of information</li> <li>• Gather and organize relevant information to formulate an argument</li> <li>• Draw reasonable conclusions and generalizations</li> </ul>	<p><b>Assessment Task Three</b> Rights and social protest: Choose a rights and social protest movement from history to prepare a magazine special. Task will be assessed against Criteria B, C and D.</p> <p><b>Assessment Task Four</b> Create an essay response to the question: To what extent are 'world-changing' events shaped by significant individuals? Essay will be assessed against Criteria A, C and D</p>

		<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments</li> <li>● Write for different purposes</li> <li>● Consider ethical, cultural and environmental implications</li> <li>● Create original words and ideas; use existing words and ideas in new way</li> <li>● Plan short and long term assignments, meet deadlines</li> </ul>	
<b>Commerce</b>	<p><b>Unit 11 - (Topic 2) - Travel</b></p> <p>In this unit, students will look at the most effective ways of planning for a trip, the problems they may encounter along the way and how to rectify these problems. They will learn about different types of of travel options available and the benefits and disadvantages of each.</p> <p>They will learn:</p> <ul style="list-style-type: none"> <li>● Factors that influence our choice of travel destination</li> <li>● How to plan a trip</li> <li>● How to organise an itinerary</li> <li>● About travel problems and how to solve them</li> <li>● Current issues in travel</li> </ul>	<ul style="list-style-type: none"> <li>● Develop classroom discussion skills and activities by encouraging others to contribute</li> <li>● Carry out research effectively and learn how to manage their time to and plan effectively for a project.</li> <li>● Collect and analyse data in order to meet objectives</li> <li>● Develop communication skills through the use of presentations and group work</li> <li>● Learn to be more creative in their writing and thinking throughout this largely activity based unit.</li> <li>● Develop the skill of working within a certain time frame</li> </ul>	<p><b>CAT 1 (B&amp;D)</b></p> <p>To assess this unit, students will plan a trip of Australia based on a case study provided. The case study will describe the people who are taking the trip, their interests and places they want to see. Students will be required to create a tailor made trip that meet these needs and provide a detailed itinerary which breaks down what the travellers will be doing day by day, where they will be staying as well as a breakdown of the costs.</p> <p><b>CAT 2 (A&amp;C)</b></p> <p>As a follow on from the same topic, students will be required to make a promotional advertisement for the trip that they have planned in order to encourage more people to visit Australia.</p>
<b>French</b>	<p><b><u>Ma ville et mon expérience de shopping</u></b></p> <p><b><u>Apprendre à:</u></b></p> <ul style="list-style-type: none"> <li>● Localiser dans l'espace.</li> <li>● Exprimer un désir.</li> <li>● Faire visiter ta maison.</li> <li>● Décrire ta chambre et imaginer ta chambre idéale.</li> <li>● Faire des achats</li> <li>● Parler de ton argent de poche, tes dépenses.</li> <li>● Parler de tes passions.</li> <li>● Apprendre les différents types de magasins.</li> <li>● Faire du shopping et acheter un cadeau pour un(e) ami(e).</li> <li>● Compter jusqu'à l'infini.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore, read a variety of sources for information.</li> <li>● Infer inferences and make conclusions when reading seen and unseen texts.</li> <li>● Use a variety of media to communicate with a range of audiences.</li> <li>● Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> </ul>	<p><b><u>Criterion B:</u></b></p> <p><b><u>Comprehending written and visual text</u></b></p> <p>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>

	<ul style="list-style-type: none"> <li>● Acheter un cadeau pour un(e) camarade.</li> <li>● Les commerces et le marché.</li> <li>● Les différents magasins.</li> <li>● Commencer une collection.</li> <li>● Acheter en ligne, vous avez essayé cette expérience ?</li> <li>● Organiser un vide-grenier dans la classe.</li> </ul> <p><b>Grammaire</b></p> <ul style="list-style-type: none"> <li>● Les prépositions et les adverbes de lieu</li> <li>● C'est... / Il/Elle est... Ce sont / Ils/Elles sont...</li> <li>● Le verbe vouloir.</li> <li>● Les pronoms COD</li> <li>● Les adjectifs démonstratifs.</li> <li>● Les questions avec <i>combien</i>.</li> </ul> <p><b>Lexique</b></p> <ul style="list-style-type: none"> <li>● Les pièces de la maison</li> <li>● Les objets et les meubles</li> <li>● La chambre.</li> <li>● Les couleurs (révision).</li> <li>● Les nombres de 70 à 100.</li> <li>● Les achats et l'argent.</li> <li>● Les magasins.</li> <li>● Les cadeaux et les objets.</li> </ul> <p><b>Phonétique</b></p> <ul style="list-style-type: none"> <li>● Les sons [f] / [v] et [b] / [p].</li> <li>● Les sons [ʒ] et [ʝ].</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>● Où acheter en France ?</li> </ul> <p><b>Petite Histoire</b></p> <ul style="list-style-type: none"> <li>● L'île mystérieuse (chapitre 2,3)</li> </ul>		
<b>Design</b>	<p><b>Unit 1: How may I interest you</b></p> <ul style="list-style-type: none"> <li>● Any product, idea or organization needs promotion to provide information to its target audience about its features or</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate forms such as Websites, Videos, PowerPoint presentations to communicate information effectively for different purposes and audiences.</li> </ul>	<p><b>Assessment Task</b></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</p>

	<p>activities.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Identify the importance of logos, slogans and what do they mean.</li> <li>● Create a promotional website / video and other publications</li> </ul>	<ul style="list-style-type: none"> <li>● Develop classroom discussion skills and activities by encouraging others to contribute</li> <li>● Select and use technology effectively and productively.</li> <li>● Collect and analyse data to set reachable goals.</li> <li>● Use of storyboarding to design and plan for their videos</li> </ul>	<p>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 including a website, movie and other publication to highlight the problem and produce a solution on how to stop or avoid it.</p> <p><b>The covered criteria:</b></p> <p>A: Inquiring and Analysing  B: Developing Ideas  C: Creating the solution  D: Evaluation</p>
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