



# Australian School of Abu Dhabi – UAE

Branch of

Australian International Academy, Melbourne – Australia

## Parent Curriculum Overview

MYP Year One

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>• تلوث البيئة (نص شعري).</li> <li>• النبوغ (نص أدبي).</li> <li>• إنترنت الأشياء (قراءة).</li> <li>• جبل جيس (استماع وتحدث).</li> <li>• إعراب المثني وجمع المذكر والمؤنث السالمين.</li> <li>• الهمزة المتطرفة.</li> <li>• قراءة موسعة في قصة (دايفد كوبرفيلد) لـ (تشارلز ديكنز).</li> </ul>	<ul style="list-style-type: none"> <li>• يفسر المتعلم كلمات النص الشعري مستخدماً الدلالات التعبيرية فيه.</li> <li>• يحلل المتعلم أنواعاً مختلفة من النصوص.</li> <li>• يفسر المتعلم بعض المصطلحات العلمية.</li> <li>• يعرب المتعلم المثني وجمع المذكر والمؤنث السالمين.</li> <li>• يكتب المتعلم كلمات تحتوي على همزة متطرفة.</li> <li>• المهارات:</li> <li>• التعاون المجتمعي.</li> <li>• إدارة الذات.</li> <li>• البحث.</li> </ul>	<ul style="list-style-type: none"> <li>• سيقوم الطلاب بكتابة مقال للمقارنة بين الماضي والحاضر من حيث الفكرة والمضمون من خلال بعض الصور المطبوعة، وسيقيم الموضوع من خلال تناول الطالب للمعايير التالية:</li> <li>• التحليل.</li> <li>• استخدام اللغة.</li> </ul>
English/ Language Acquisition Language and Literature	<ul style="list-style-type: none"> <li>• Unit of work : ( Creativity and Innovation)</li> <li>• Recognize the theme of creativity in the novel ( Charlotte's Web) and (Secret garden)</li> <li>• Understand the concept of creativity and innovation.</li> <li>• Understand how creativity create excellent atmosphere full of brilliance and intelligence among the members of society.</li> <li>• Understand how to develop the skill of writing.</li> <li>• Understand the importance of developing the skills of writing.</li> <li>• Understand how to use prewriting steps which includes many techniques like</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the themes, characters and setting related to the novels</li> <li>• Draw reasonable conclusions and generalizations</li> <li>• Justify opinions and ideas, using examples, explanations and terminology</li> <li>• Practise visible thinking strategies and techniques in writing essays and making researches.</li> <li>• Analyse factual, conceptual and debatable questions</li> <li>• Justify opinions and ideas, using examples, explanations and terminology</li> </ul>	<ul style="list-style-type: none"> <li>• The assessment task, which is writing a brochure using text formatting. It is related to the statement of inquiry.</li> <li>• Students have to design brochure about some characters and incidents in their novel "Charlotte's web". They have to show the apparent role of creativity regarding to what they understand from their novel, which implies the theme of innovation, and creativity.</li> </ul>

	<p>freewriting, brainstorming, clustering, asking the 5w-How questions, observing and imagining.</p> <ul style="list-style-type: none"> <li>● Understand Sentence Structure</li> <li>● Read texts as short stories, articles, essays, diaries, emails and letters.</li> </ul>		
<b>French Language Acquisition</b>	<ul style="list-style-type: none"> <li>● Dire ce qu'on aime et ce qu'on déteste, pour être capable d'organiser un sondage dans la classe.</li> <li>● Poser des questions.</li> <li>● Demander et donner des explications, pour être capable de Créer un personnage de jeu vidéo.</li> <li>● Nommer les jours de la semaine.</li> <li>● Présenter et parler de son jour préféré.</li> <li>● Parler de la France : culture, symbols, ...</li> <li>● Décrire des personnes pour être capable d'écrire une annonce et y répondre.</li> <li>● Décrire des vêtements.</li> <li>● Parler des ressemblances et des différences pour être capable de faire le trombinoscope de la classe et de créer un vêtement original.</li> <li>● Un cours de dessin.</li> <li>● Des expressions pour utiliser l'ordinateur en français( un cours d'informatique)</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> Students will read a text of <b>238</b> words, will answer a set of comprehension questions.</p> <p><b>Criterion A: Comprehending spoken and visual text</b> Students will watch a video related to the theme, and then they will answer a set of questions in the worksheet.</p>
<b>Sciences</b>	<p><b><u>Unit 9: A world of machines Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● <b>State</b> the patterns, order and organization of machines.</li> <li>● <b>Explain</b> the form and function of machines.</li> <li>● <b>Describe</b> advantage of force multiplying lever.</li> <li>● <b>Label</b> the load, effort and fulcrum on different type of levers.</li> <li>● <b>List</b> as many devices that use gears as you can.</li> <li>● <b>Suggest</b> two reasons why steam was replaced by petrol as a fuel for cars.</li> <li>● <b>Draw</b> different type of levers.</li> <li>● <b>Explain</b> why inclined planes are classified as force multipliers.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Develop</b> the investigation skill by using internet to find out how hydraulic machines such as hydraulic lifts cranes or brakes work.</li> <li>● <b>Construct</b> the skill of laboratory report writing</li> <li>● <b>Design</b> a model of machine system.</li> </ul>	

	<ul style="list-style-type: none"> <li>● <b>Differentiate</b> between simple machine and compound machine.</li> </ul>		
<b>Mathematics</b>	<p>This course will cover Sets , Measurement and Area</p> <ul style="list-style-type: none"> <li>● Apply the mathematical skill to define sets and subsets</li> <li>● Describe the union and intersection between sets</li> <li>● Use multiplication to change a measurement from a larger unit to a smaller unit.</li> <li>● Apply division to change a measurement from a smaller unit to a larger unit.</li> <li>● Select appropriate unit and device to measure lengths, distances and perimeters.</li> <li>● Measure lengths, distances and perimeters.</li> <li>● Find the area, including the area of squares, rectangles and triangles</li> <li>● State the suitable units used to measure different types of measurements.</li> <li>● Describe the rule to convert units of different type of measurements.</li> </ul>	<ul style="list-style-type: none"> <li>● Practise observing carefully in order to recognize problems</li> <li>● Interpret data</li> <li>● Draw reasonable conclusions and generalizations</li> <li>● Revise understanding based on new information and evidence</li> <li>● Develop the skill to measure perimeter, area and volume of rooms.</li> <li>● Work effectively in different teams and take on a variety of roles</li> <li>● Work cooperatively to allocate tasks and develop timelines</li> <li>● Accept responsibility for their role and tasks</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <ul style="list-style-type: none"> <li>● <b>Criteria A</b></li> </ul> <p><b>Unit test in (sets and Measurements)</b></p> <ul style="list-style-type: none"> <li>● <b>criteria C , D</b></li> </ul> <p><b>common task</b></p>
<b>Individuals and Societies</b>	<ul style="list-style-type: none"> <li>● Knowledge and understanding</li> <li>● What is history about?</li> <li>● What have been the consequences of various historical events?</li> <li>● What are primary and secondary sources?</li> <li>● How do historians use primary and secondary sources?</li> <li>● Questions historians ask</li> <li>● What is important to keep through history?</li> <li>● How do we date information?</li> <li>● What is the function of heritage sites?</li> <li>● Main features of Ancient Egyptian societies <ol style="list-style-type: none"> <li>1. The legacies of Ancient Egyptian civilization</li> <li>2. Great Pharaohs/leaders</li> <li>3. Religion in Ancient Egypt</li> <li>4. Egypt's legacy of surgical medicine</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● Using secondary and primary sources</li> <li>● How to look for information in books</li> <li>● Constructing a timeline with significant historical events</li> <li>● Report writing – improving grammar/spellings using Microsoft Publisher</li> <li>● Acquiring the skill of writing a historical essay</li> <li>● Being able to identify and use primary and secondary sources</li> <li>● Developing the skill of using Microsoft Office</li> <li>● Begin to relate impact of other communities on own</li> </ul>	<p><b>Summative assessments – Assessment task 1 -</b> Create a poster to show the different medical instruments Egyptian doctors used in ancient Egypt and how they are used today. There will also be a class presentation on your essay or poster of 2 – 5 minutes. Assessing criteria B and D</p> <p><b>Summative assessment– Assessment Task 2</b></p> <ol style="list-style-type: none"> <li>I. To create a timeline of a significant period in history to present day. It can be a dynasty, ancient history, medieval history or modern history. It needs to include dates, what significant things occurred/where they occurred. Assessment task</li> <li>II. Write a 300 – 500 word report on a heritage site using Microsoft Publisher or Microsoft Word and answer a series of questions Assessing criteria B and D</li> </ol>

<p><b>Arts</b></p>	<p><b>Performance</b> Students will learn to participate in music as a musician through singing, playing instruments, improvising, composing, and responding to music with movement. Students will participate in all aspects of music performance, demonstrating appropriate use of related materials, equipment, methods, and technologies.</p> <p><b>Music History and Cultural Context</b> Students will understand aspects of music history and ways in which music fits into culture. They will become familiar with the distinctive musical characteristics of music that delineate major historical periods of music and will identify the compositional techniques employed in many styles of music. Students will examine the interrelationships among current events, developing technologies, and music in society.</p> <p><b>Analysis, Evaluation, and Critique</b> Students will listen to, respond to, reflect on, analyse, interpret, evaluate, and critique music. They will articulate objective evaluations of musical works by analysing creative musical elements and production as a whole. Students will be guided in the development of criteria to be used for making informed artistic judgments about music as well as the other arts and for evaluating the roles of music in society. They will apply these processes when creating and evaluating their own musical works.</p>	<ul style="list-style-type: none"> <li>● Explore aspects of music history and ways in which music fits into culture.</li> <li>● Identify distinctive musical characteristics.</li> <li>● Develop interpersonal skills through collaboration.</li> <li>● <b>Critically</b> appreciate our cultures as well as the value and traditions of others.</li> <li>● <b>Organisation Skills</b></li> <li>● Be aware of self - limitation, perceived limitation and realistic goal setting</li> <li>● C3.3 Continual reflection on thinking and <b>exploration</b> in their process journal</li> <li>● Reference written and visual research by <b>exploring</b> variety of artists, cultures and movements</li> <li>● <b>Demonstrate</b> unexpected or unusual connection between object and ideas by illustrating with examples and evidence</li> <li>● <b>Develop</b> effective learning strategies in group work and displays by passing student to work as a tea</li> </ul>	<p><b><u>Criteria A: Knowing and Understanding</u></b></p> <p>Task 1: A collection of Recordings about the music of our countries of origin". The students will be encouraged to research and explore the music associated with their cultural backgrounds. In this task, they have to prepare their podcast using the following steps.</p> <ol style="list-style-type: none"> <li>1. Write an essay based on structure given.</li> <li>2. Record themselves, reading their and music from their culture will be played in the background.</li> </ol> <p><b><u>Criteria B: Developing Skills</u></b></p> <p>Task 2: Students will form small groups of 4. Students will put together a short 1-minute dance in the style of the music of the cultural chosen and perform it in class.</p> <p><b><u>Criteria D: Responding</u></b></p> <p>Task 3: Write a reflection of:</p> <ol style="list-style-type: none"> <li>a) What you have learned about the cultural music?</li> <li>b) What skills you have developed?</li> </ol>
<p><b>Design</b></p>	<p>Unit 2: Stationery Organizer</p> <ul style="list-style-type: none"> <li>● Introduction to the Design Cycle</li> <li>● Use of technology such as 3D printing and its contribution to the community</li> <li>● Recycling Waste Products.</li> <li>● Making a Jewellery Box /Robot out of recyclable waste.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Select</b> and <b>use</b> technology effectively and productively</li> <li>● <b>Analyse, evaluate and ethically use</b> information from a variety of sources and media</li> <li>● <b>Use</b> brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>● <b>Organize</b> the necessary equipment and</li> </ul>	<p>The students will create a storage device "stationery box" which can be used to organize their stationery and store pens, pencils, glue, scissors, rulers, staplers, etc.... It should not take up too much space, but be big enough to store everything they need. Students should follow the Design Cycle to complete their task.</p>

		<ul style="list-style-type: none"> <li>supplies to be brought to class</li> <li>● <b>Identify</b> strengths and weaknesses of personal learning strategies such as self-evaluation, reflection etc.</li> </ul>	
<b>Physical and Health Education</b>	<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> </ul>	<ul style="list-style-type: none"> <li>● Leg kick</li> <li>● Arm cycle</li> <li>● Breathing</li> <li>● Backstroke</li> <li>● Underwater swimming <ul style="list-style-type: none"> <li>a. Deep breath –hold-let out –hold</li> <li>b. Push head down</li> <li>c. Kicking</li> </ul> </li> <li>● To develop an attitude of courage to take risk even when in fear</li> <li>● To develop an attitude in which students reflect on their learning and performance</li> </ul>	The assessment task is well linked to the statement of inquiry because it allows the students to reflect on their skills and develop the areas that need development within safety rules.
<b>NCA</b>	<ul style="list-style-type: none"> <li>● موروث بلادي</li> <li>● الحضارة</li> </ul>	<ul style="list-style-type: none"> <li>● يتعرف المتعلم المفاهيم والمصطلحات الواردة في الدروس.</li> <li>● يميز أنواع التراث بدولة الإمارات (المادي والمعنوي).</li> <li>● يفسر أهمية الموروث في حياة الشعوب.</li> <li>● يوضح مظاهر اهتمام قيادة دولة الإمارات بالموروث.</li> <li>● يستنتج عوامل قيام الحضارة.</li> <li>● يعبر عن وسائل الاتصال بين الحضارات عبر التاريخ.</li> </ul>	<ul style="list-style-type: none"> <li>● يفي الفصل الدراسي سنقوم بتقييم الطلاب بناءً على: <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> </li> </ul>
<b>Islamic Studies</b>	<ul style="list-style-type: none"> <li>● لصبر واليقين(سورة السجدة 23-30).</li> <li>● حكم الإدغام.</li> <li>● المؤمن بين الشكر والصبر (حديث شريف).</li> <li>● من علامات الساعة.</li> <li>● الإمام مالك بن أنس رحمه الله.</li> </ul>	<ul style="list-style-type: none"> <li>● يسمع الآيات الكريمة مراعيًا أحكام التلاوة.</li> <li>● يفسر معاني المفردات القرآنية.</li> <li>● يميز بين نوعي الإدغام.</li> <li>● يعبر عن أهمية الصبر في الضراء.</li> <li>● يعبر عن أهمية الشكر في السراء.</li> <li>● يبين علامات قيام الساعة.</li> <li>● يوضح أهمية دور العلماء في مجتمعاتهم.</li> <li>● المهارات:</li> <li>● التواصل.</li> <li>● التعاون المجتمعي.</li> <li>● التفكير.</li> </ul>	<ul style="list-style-type: none"> <li>● تقييم عملي عن آداب الصلاة.</li> <li>● اختبار نهاية الوحدة.</li> <li>● اختبار نهاية الفصل الدراسي.</li> <li>● اختبار تلاوة.</li> </ul>