



Australian School of Abu Dhabi – UAE

Branch of

Australian International Academy, Melbourne – Australia

Parent Curriculum Overview

MYP Year Three

From 9th of January to 23rd of March 2017

Subject	Content Covered	Targeted Learning Skills	Summative Assessment
Arabic Language and Literature	<ul style="list-style-type: none"> • الوحدة الثالثة (التنمية المستدامة) • قصيدة الشمس (نص شعري) • العجوز والقلعة (قراءة أدبية) • الأمن المائي العربي (قراءة معلوماتية) • مصادر الفعل الثلاثي وغير الثلاثي (نحو) • التشبيه المفصل (بلاغة) • دخول همزة الاستفهام على الكلمات المبدوءة بهمزة القطع والوصل (أملاء) • عمل أدبي مترجم مسرحية (بيت دمية) 	<ul style="list-style-type: none"> • يقارن المتعلم بين نصين أدبيين (قديم وحديث). • يحلل المتعلم الشخصيات من خلال أفكارها وأفعالها وأقوالها. • يفسر المتعلم الكلمات مستعينا بالمعجم الورقي والرقمي. • يحدد المتعلم الفكر الرئيسة للنص بعد تحليل المعلومات الصريحة والضمنية. • يميز المصادر الثلاثية وغير الثلاثية في نصوص مختلفة ويوظفها في مواقف حياتية. • يتعرف المتعلم التشبيه المفصل، موضحا مواطن الجمال، وينتج في جمل من إنشائه. • يكتب همزة الاستفهام عند دخولها على همزة الوصل والقطع رسما صحيحا. • المهارات: • مهارة إدارة الذات. • مهارة البحث. • مهارة التفكير. 	<p>سيقوم الطلاب في نهاية هذه الوحدة بكتابة مقال للمقارنة بين مقال وصورة، وسيقيم الطالب على المعيارين (أ-د).</p>
English/ Language Acquisition Language and Literature	<ul style="list-style-type: none"> • Understand the concepts of fairness, justice, development, empathy, sympathy, the difference between empathy and sympathy, human rights • Understand the basic conflict, plot and themes presented in the novel. • Understand how to comment on the novel/video. • Understand what a memo is and write it 	<ul style="list-style-type: none"> • Acquire the skills of skimming/scanning • Identify the skills of how to comment. • Identify different text forms and recognizing some of their conventions and characteristics. • Analyse a novel by identifying the elements of the novel and the theme • Acquire the skill of writing a memo with the correct form. 	<p>Language Acquisition Assessment Task 1 Students will read the above quote, watch the video " So unfair" – a short film and study the image " The Difference Matters "; then, provide a written answer as a response to a set of questions in a worksheet.</p> <p>Assessment Task 2</p>

	<ul style="list-style-type: none"> • Understand what a sonnet is and the different types of sonnets. • Understand what a report is and write it. • Understand the difference between formal and informal letters. • Understand the different types of sentences simple, compound and complex • Understand the difference between the three types of sentence (simple, compound and complex) and use them properly. • Understand what reported speech is, when to use and how to use it especially in imperative and statements. • Understand how to answer different types of reading comprehension texts and extract specific information, ideas, opinions and attitudes presented in written texts. • Understand and analyse texts when listening to them. • Read texts literary ones like poems and short stories. Non-literary like articles, essays, diaries and letters. • Learn, apply and use vocabulary related to culture, fairness, development, sympathy, human rights...etc. • Understand how to answer different types of reading comprehension texts and extract specific information, ideas, opinions and attitudes presented in written texts. • Read texts literary ones like poems and short stories. Non-literary like articles, essays, diaries and letters. • Learn, apply and use vocabulary related to relationships. 	<ul style="list-style-type: none"> • Write formal and informal letter. • Write a poem with the correct techniques. • Identify the different types of sonnets (Shakespearean, Italian ... etc.) and identify the difference between them. • Acquire the skills of writing a Shakespearean sonnet with the correct form. • Identify the techniques needed to write a report. • Identify what simple, compound and complex sentences are and use them properly. • Identify what reported speech is and use it properly in the imperative and statement forms. • Acquiring the skills needed to comment on the novel. • Predict what will happen in the novel. • Acquiring the skill of summarising the novel. • Identify the conflict, plot and themes presented in the novel. • Use a range of sources such as multimedia, biographies and diaries to extract and interpret information. • Analyse texts when reading/ listening to them 	<p>“Never be a spectator of unfairness or stupidity. The grave will supply plenty of time for silence” Christopher Hitchens. Read the above quote, and then respond by writing an essay about one a choice of topics. The essay should be between 200-250 words</p> <p>Language and Literature</p> <p>Assessment Task 1 Read the above quote, watch the video “So unfair” – a short film, study the image “The difference matters”; then, provide written answer as a response to a set of analysis questions in a worksheet.</p> <p>Assessment Task 2 “Never be a spectator of unfairness or stupidity. The grave will supply plenty of time for silence” Christopher Hitchens. Read the above quote, and then respond by writing an essay about one a choice of topics. The essay should be between 600 words</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 	<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><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>

	<ul style="list-style-type: none"> ● 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"> ● Les sons [f] / [v] et [b] / [p]. ● Les sons [ʒ] et [ʃ]. <p><u>Culture</u></p> <ul style="list-style-type: none"> ● Où acheter en France? <p><u>Petite Histoire</u></p> <ul style="list-style-type: none"> ● La nuit blanche de Zoé (Chapitre 3,4) 		
Sciences	Unit Yes I do react	● Collaborations skills - Students will conducts	● Unit Test; Unit Yes I do react (Criterion A)

	<ul style="list-style-type: none"> Evidence for chemical reaction Writing word equations Speeding up the chemical reaction Combustion reactions Unit Fuelling the body <ul style="list-style-type: none"> Nutrient Groups Healthy eating I have water with that Healthy Food Pyramid 	lab on rate of reaction, testing food and building pyramids <ul style="list-style-type: none"> Communications skills- Student will practice communicating ideas through various worksheets Research Skills- Students will carry out research on osteoporosis and healthy food pyramids Thinking Skills- students will develop thinking skills using various scientific concepts and inquiry labs 	25-Jan-2017 8B and 8C 29-Jan-2017 8A <ul style="list-style-type: none"> Building Food Pyramid- Students will construct healthy food pyramid and will submit a analytical report comparing their eating habits with healthy food pyramids (Criterion D) (12-March-2017 to 16- March-2017)
Mathematics	<ul style="list-style-type: none"> Conversion of one unit of measurement into other, rhombus and kites. Perimeter and area of simple shapes and composite shapes. Circumference of circle, half circle. Area of rectangles, triangles, parallelograms, rhombus, kites trapeziums 	<ul style="list-style-type: none"> Applying the basic skills of substitution and evaluating the subject Distinguishing between perimeter and circumference of a circle. Thinking critically to solve problems in variety of situations. Applying the formulae to determine perimeter and area of composite shapes 	<ul style="list-style-type: none"> Criteria A Unit test on Measurement Criteria B & D Investigation on Measurement to calculate perimeter and area of shapes in real life like house, rooms and so on.
Individuals and Societies	<p><i>'The social and cultural systems we are born into and when we are born into them greatly affect our own sense of identity.'</i></p> <p>This is our statement of inquiry for Grade 8 this term as they continue their study of Medieval Europe and the Feudal system. Content that will be covered includes;</p> <p>Factual;</p> <ul style="list-style-type: none"> What was the Feudal system? Who was on what level of the society and why were they there? What did the people on the different levels do and why? <p>Conceptual;</p> <ul style="list-style-type: none"> What was the aim of its organisation? Why was it structured the way it was? What effect did this have on the people in each strand? <p>Debatable;</p> <ul style="list-style-type: none"> To what extent did the Feudal system cause people to identify a certain way? Are there similarities in other systems found elsewhere in the world? 	<p>Communication skills; Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> Give and receive meaningful feedback Use appropriate forms of writing for different purposes and audiences. Collaborate with peers and experts using a variety of digital environments and media. Reading, writing and using language to gather and communicate information Read critically and for comprehension. Read a variety of sources for information and for pleasure. Make inferences and draw conclusions. <p>Social/ Collaboration skills;</p> <ul style="list-style-type: none"> Working effectively with others Practise empathy Delegate and share responsibility for decision-making Encourage others to contribute 	<p>The first assessment task requires students to present researched information on the Medieval feudal system. This assessment task requires students to build a castle model/ create a presentation on it and write a report focusing on how people lived within the castle. This investigation will help students to realize the daily life of men and women in the society of Medieval time. They will use the castle, the roles within in and the layering of its levels to explain/cross reference with the Feudal System and elaborate how each affects a person's identity within the system to achieve top levels. The main foci for this assessment will be Criteria A, C & D.</p> <p>The second assessment task requires students to write letter/diary entries as a person(s) who was born in the 14th century and explain how their food, daily life, clothes, pastimes etc. are affected by the level of society that they were born into. The main foci for this assessment will be Criteria A & C.</p>

	<ul style="list-style-type: none"> Do systems like this exist today and do they still affect people's sense of identity? 	<p>Self-Management/ Organization skills;</p> <ul style="list-style-type: none"> Managing time and tasks effectively. Create plans to prepare for summative assessments (examinations and performances). Set goals that are challenging and realistic. Bring necessary equipment and supplies to class. <p>Research/ Information literacy skills;</p> <ul style="list-style-type: none"> Finding, interpreting, judging and creating information Make connections between various sources of information. Present information in a variety of formats and platforms. Identify primary and secondary sources 	
<p>Arts</p>	<p>Students will be introduced to and explore the key elements that make a melodrama. Examples of movies which use the melodramatic stock characters will be used to aid students in recognising the function of melodrama in today's society. Using this knowledge, they will then create their own melodramatic plays in groups and perform these for an audience. The development of the play will follow this basic process:</p> <ul style="list-style-type: none"> Idea/concept Script writing Rehearsals Staging Costumes Performance Reflection 	<ul style="list-style-type: none"> Personal Learning Communication Thinking Processes Interpersonal Development Interpret stimulus to communicate a story Develop ideas about melodrama Practice creative problem solving Explore ways to create physical comedy by using melodramatic elements 	<p><u>Criteria A: Knowing and Understanding</u> Students conduct a research about: What events or theatre genres led to the development of Melodrama? (200-300 words) OR Students use adequate language to compare techniques and contrast that set Melodrama apart from other genres and how do they help to convey the real purpose of Melodrama? (200-300 words)</p> <p><u>Criteria B: Developing Skills</u> Short Live Melodrama Performance</p> <p><u>Criteria D: Responding</u> Written TASK 2 - Write a reflection on your learning experience during this unit – Melodrama. Think about the following when writing your reflection:</p> <ul style="list-style-type: none"> What did you discover when you did research? Add your references as discussed in class. Which videos / other resource materials were most helpful to understand

			<p>Melodrama better.</p> <ul style="list-style-type: none"> • Which scenes did you and your group practiced? • What props did you decide on for your scene? • Write about the development of the characters, the plot and your overall experience when you planned, rehearsed and performed your Melodrama scene for assessment.
<p>Design</p>	<p><u>8A: Promote your Country</u></p> <ul style="list-style-type: none"> • Introduction to Websites Design: <ul style="list-style-type: none"> ○ What are the general rules of web design? ○ What makes a “good” website? ○ What are the main criteria of a promotional website? ○ What are the advantages of promoting your products online? <p><u>8B Robotics:</u></p> <ul style="list-style-type: none"> • Introduction to the unit: <ul style="list-style-type: none"> ○ Discussion about Robotics and Artificial Intelligence <p><u>8C : Computer Networking</u></p> <ul style="list-style-type: none"> • Introduction to Computer Networking: <ul style="list-style-type: none"> ○ Discussion about Globalization ○ How are we connected with other people in the world? ○ Is globalization making the world a better place? 	<ul style="list-style-type: none"> • Inquiring and analysing: <ul style="list-style-type: none"> ○ Fundamentals of HTML (Basic tags, Format text, Add pictures, videos and hyperlinks). • Developing Ideas: <ul style="list-style-type: none"> ○ How to write the website design specifications ○ Website design: The main components of web pages ○ Navigation tree • Creating the solution: <ul style="list-style-type: none"> ○ Construct a logical plan/Gantt chart ○ Create different web pages using Notepad++ (Add and format titles, text, pictures, video, and hyperlinks) ○ Setup/Create a website using Adobe Dreamweaver ○ Presentation of their websites • Evaluating: <ul style="list-style-type: none"> ○ Outline testing methods ○ Peer Evaluation ○ Self-Evaluation 	<p><u>8A: Promote your Country</u></p> <p>Over the last few years, technical innovations have made storing information in the cloud simple, secure and yet highly accessible. Students will be asked to design and create a tourism website. Your website should be professional, eye catch, and present an intuitive interface to the visitor, enabling them to find the information that they want as quickly and effortlessly as possible. In addition, you should pay a close attention to the ease of navigation and the aesthetics of your site.</p> <p>Students should follow the design cycle to create a website about tourism in Abu Dhabi.</p> <p>The website should have: Homepage plus additional pages. Navigations buttons to explore and navigate between the different pages. Nice and interested layout with graphics and colours</p> <p><u>8B Robotics:</u></p> <p>In relative to the technology development in robots field, and for the important role that the robots play in our life. Students will be asked to do their research to create a robots’ tutor, which provides enough information about the robots and how to construct it using Lego Mindstorms. Students should create a 15-minute presentation about Robots (PowerPoint or video) and how to design a football or boxer</p>

			<p>player robot. It should contain:</p> <ul style="list-style-type: none"> · Robots general information · Robot System Structure · The different types of Robots · The robot hardware components · How to build the robot · Different strategies to control the robot · The most common types of robot · The functionality of robots <p>After this, Students should go back to their groups; discuss their different designs and brainstorming together to choose the best design to be implemented.</p> <p><u>8C: Computer Networking</u> Students will be asked to create a 3D model of a computer network; they will be given a list of scenarios that require them to design a computer network. Scenarios could include a business office that needs to setup a LAN, a bank with a branch office that needs an Internet connection and the setup of a wide area network (WAN) or a city that wants to implement a metropolitan area network (MAN) for its residents. Students design the network and make a presentation out of the design, explaining the hardware (i.e. servers, VPN routers, and workstations), connection methods (i.e. Ethernet, Fiber-Optics, etc.) and software needed to set up and manage the computer network. Students should use free network diagram programs such as NetSimK to design the network structure.</p>
<p>Physical and Health Education</p>	<p>This course focused on three core components. Students will develop fundamental knowledge of freestyle -backstroke-water safety. Moreover, the students had to develop swimming skills and techniques necessary for active participation and development. The lessons were planned to meet the needs of individual students. The emphasis was for</p>	<ul style="list-style-type: none"> • Perform <ul style="list-style-type: none"> ○ Underwater swimming ○ freestyle stroke ○ Back crawl stroke. <p>Students will practise these skills in groups and in individual situations once they have been shown demonstrations.</p> <ul style="list-style-type: none"> • Use of video for self-evaluation and 	<p>Criteria A and C: Students take part in a water lifesaving rescue in a pool where one person is in difficulty.</p> <p>Criterion A and C: Students will be observed to perform their development skill of underwater swimming, freestyle stroke, Backstroke, breathing skills. Students will be also asked to</p>

	students to develop and demonstrate physical skills, stamina, an interest in physical activity and overall wellness. This curriculum framework allowed every student to become physically educated.	reflection. • Peer feedback - practice with partners of different ability levels	show responsibility for their own learning and show enthusiasm and commitment during swimming sections.
NCA	<ul style="list-style-type: none"> • نظام الحكم والإدارة في العهد الأموي. • توزيع السكان في العالم. <p>في هذه الدروس يتم تنمية مهارة قراءة الخرائط والتمثيل بالأعمدة وقراءة الصور واستنتاج المعلومات بها كما يتم قراءة المخططات الذهنية واستكمال المعلومات عليها وتعليم الطلاب آداب النقاش واحترام الآخر عند إبداء الرأي.</p>	<ul style="list-style-type: none"> • يميز بين أنظمة الحكم والإدارة في العهد الأموي. • يبين جهود أجهزة الدولة في حماية الوطن. • يصمم أشكالاً متنوعة من المواد المكتوبة المختلفة للتعبير عن رأي شخصي في قضايا متعددة تتعلق بالدراسات الاجتماعية. • يستنتج العوامل الطبيعية والبشرية المؤثرة في توزيع السكان. • يحسب الكثافة العامة والكثافة الحقيقية (الإنتاجية) للسكان. • يفسر الخرائط والجداول لدعم الاستنتاجات في قضايا تتعلق بالدراسات الاجتماعية. • يحلل بيانات تتعلق بموضوع ما وتفسيراتها ودلالاتها المختلفة. والحلول المحتملة لقضية معاصرة مع الاستشهاد بمعلومات ذات صلة. 	<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 إحدى الموضوعات التي يرغب في القيام بها مثل الترم الأول. • اختبار للدروس المقررة. • أسئلة شفاهية للطلبة ستكون خلال الحصص والتقييم مني على مدى مشاركة الطالب الفعالة.
Islamic Studies	<p>الوحدة الثالثة:</p> <ul style="list-style-type: none"> • مؤمن آل يس • أقدس بيوت الله • فتح مكة • أحكام العمرة <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 • يتأدب بآداب المسجد • يستنتج العلاقة بين العفو والرقي الحضاري للمجتمع • يوضح كيفية أداء مناسك العمرة 	<ul style="list-style-type: none"> • اختبار كتابي لنهاية الوحدة • اختبار كتابي لنهاية الفصل الدراسي • اختبار شفوي لآيات سورة يس • مشروع اختياري للطلاب عن المساجد في الإسلام أو أحكام العمرة • اختبار عملي عن كيفية أداء العمرة