



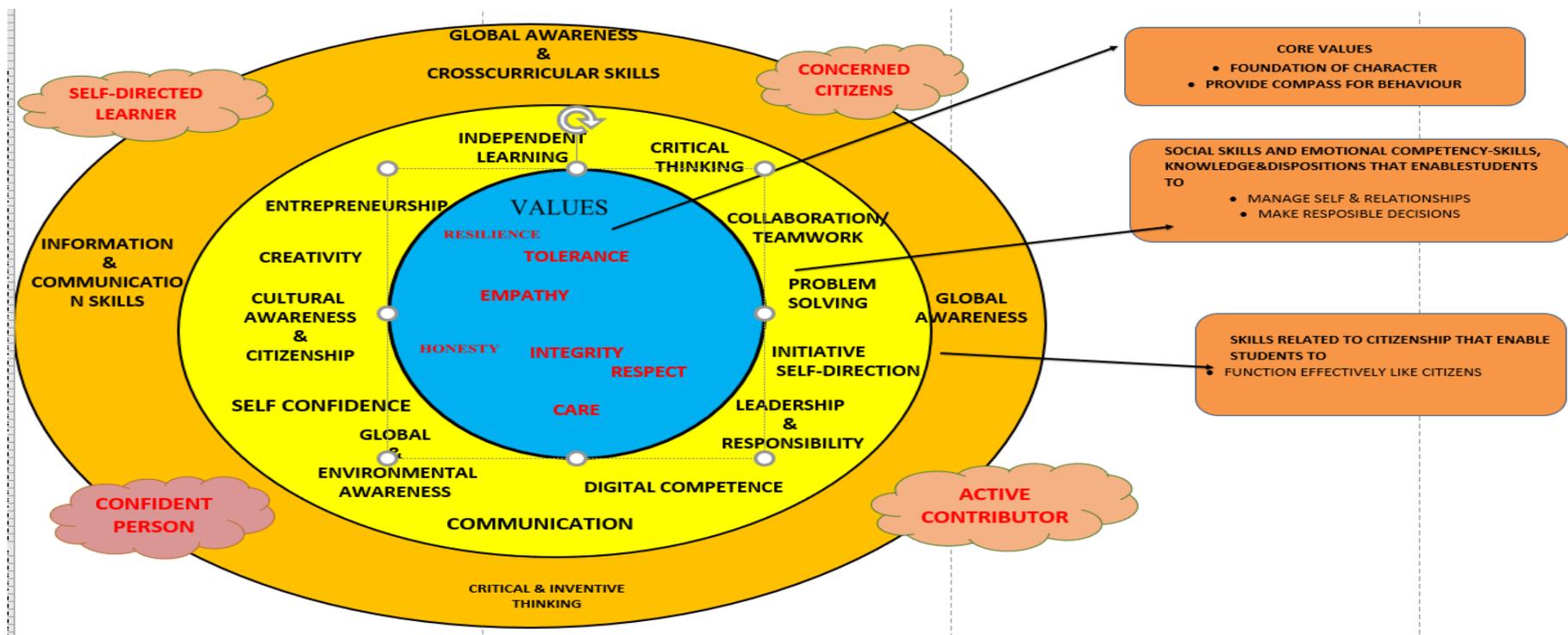
ABU DHABI INDIAN SCHOOL-AL WATHBA

PRIMARY & SECONDARY CURRICULUM OVERVIEW 2020-2021

“Education is a fundamental element for the development of a nation and the best investment in its youth.” Sheikh Mohammed bin Rashid Al Maktoum-UAE VISION 2021

‘Persistent questioning and healthy inquisitiveness are the first requisites for acquiring learning of any kind.’ Mahatma Gandhi





CURRICULUM FRAMEWORK- (DERIVED FROM THE NATIONAL CURRICULUM FRAMEWORK 2005)

The Curriculum is based on National Curriculum Framework 2005, further reviewed and amendment brought by CBSE to be robust, vibrant and holistic that engender excellence in every sphere of human endeavour. Refer to Academic circulars CBSE Portal.

Our Curriculum is organized around key concepts/ skills that are introduced and revisited for deeper understandings. **IT IS CHARACTERISED AS SPIRAL PROGRAM ORGANISATION.**

Our students at AL WATHBA, seek to achieve Desired Outcomes of Education so that our students are future-ready, have a strong sense of National Identity -UAE & India, and are equipped to contribute in a globalised world.

We aspire to bring out the best in our students so that they are empowered to live life to the fullest, contribute to, and care for their community and nation. We aim to enable our students to develop their interests to pursue their passions and fulfil their aspirations.

Our curriculum is designed in holistic education centred on values and character development. It has a clear rationale to develop a balance of knowledge, understandings and to enhance their reasoning & critical thinking skills.

It provides learning experiences for our students to actively interact and bond with others. In doing so, they become aware that they are part of society. Through this, they learn to embrace diversity and collaborate with people from different backgrounds.

Establish student learning expectations in each curriculum area. Response to student's needs. Provide a process for continual improvement of the curriculum to meet changing educational demands. Establish consistency and progression within, between, and across grade levels and subjects.

Provide an interactive systemic process that will avoid unnecessary duplication and provide for a responsible use of material & resources. Comprehensive, integrated with different subjects.

CURRICULUM: SCOPE & SEQUENCE

The curriculum engages and sustains children's interests across multiple learning experiences.

- It helps in the development of skills, behaviour and knowledge.

- Includes different teaching materials, teaching practices and learning experiences that support children at different levels of development.
- Allows flexibility to respond to the needs of individual children and the children with disabilities.
- Provides information to education staff that helps them plan and communicate with the parents.
- It also supports education staff implement research-based teaching practices.
- The sequence includes lesson plans and teaching aids for enriching their learning experiences.

THE TEACHING AND LEARNING AT ALWATHBA

When the children find meaning in learning, they are motivated & challenged, and take ownership of their learning. We value every child as an individual, our children have diverse learning needs and bring with them a wide range of experiences, beliefs, knowledge, and skills.

For learning to be effective, we adapt our teaching pace, approaches and assessment practices which are differentiated- for Gifted & Talented and Special Needs.

We believe that learning takes place in caring and safe environments. We cultivate positive teacher-student and peer relationships so that there is a culture of care and mutual respect in our classrooms, where children learn to appreciate diversity collaboratively.

Students are encouraged to take risks, learn from their mistakes & from one another, be confident in expressing their views.

We guide learners to activate prior knowledge, and assimilate and accommodate new knowledge through exploration, research work and interaction. This allows them to build a strong foundation of knowledge by connecting new ideas and experiences with what they already know, thus facilitating the understanding of concepts and the application of what they have learnt to different contexts and beyond.

We believe in developing thinking skills and disposition in our learners. We guide them to construct, interpret, and evaluate knowledge from different perspectives & integrated learning.

Inquiry based learning- a specific learning process to engage, that includes questioning, responding with evidence, investigating, justifying, and modifying ideas based on its real context.

Assessment is integral to the learning process and helps children become self-directed learners- Formal & Informal Assessments. We have designed assessments with clarity of purpose with different tools & techniques (Quiz, Projects, Journals, Debate, etc.) & Rubrics.

Provide feedback to address learning gaps and improve teaching practices.

MAJOR CONTENTS OF CBSE SUBJECT LEARNING AREAS ARE:

- ✚ **English/French/Arabic** - Enables learners to communicate confidently and effectively and to develop the skills to respond to a range of information, media and texts with understanding and enjoyment. Develop competency based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.
- ✚ **Mathematics**- Explores six content areas: number, algebra, geometry, measure, handling data and problem solving. The first five content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies are an important part of the number content. Focuses on principles, patterns, systems, functions and relationships, so that learners apply their mathematical knowledge and develop a holistic understanding of the subject.
- ✚ **Science**-This curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. Focused on developing confidence and interest in scientific knowledge. Environmental awareness is also emphasised.
- ✚ **Social Science**-Students recognise the significance of class, gender, ethnic and age differences within societies engage in cross-cultural and historical comparisons and analysis to develop an objective of their society to influence global and local issues. Culture, time, continuity and changes, people places and environment.
- ✚ **Islamic Studies**- Is for all Muslim students to promote harmonious development in diverse culture. It aims to give pupils clear understanding of Islamic teachings, moral behaviour and Islamic etiquette. The curriculum is built on exploring verses of Quran and sayings of Prophet Mohammad(Hadith)
- ✚ **Moral Instruction**- Comprises values of peace, solidarity and respect for nature. It also highlights some critical concerns such as the need for strengthening the home, school and community partnership and concern for parents' involvement in school on education of children.

✚ **UAE Social Studies-UAE SSt.** as a Ministry subject is taught from Gr.4-Gr.9 to promote understanding of UAE family to know its common values and culture. Students learn about the role of government in providing different services for welfare of the people, feast and festivals, birth of the Prophet (PBUH) and his Emigration, importance of UAE National Day.

✚ **Computer Science**-The knowledge imparted to students consists of introduction of windows, programming in scratch, algorithms and flow charts, techniques using flow charts. Different types of Programming termed as QBASIC, Wireless and Cloud Technologies. Learners' knowledge is enhanced how to protect oneself from cyber threats, Concepts of C++, Character set and identifiers

✚ **Performing and Visual Arts**-- Students learn to experiment with musical instruments more to different musical beats and rhythm, performs and create artistic movements and patterns. Use voice to speak, chant and sing. Students will experience and describe music representing different cultures.

Students experiment with visual Art using variety of material and techniques.

Create and share their original works of visual arts in various dimensions.

✚ **Physical Education**- Contribute significantly to the development of a fit and balanced youth in all aspects of life. Students learn benefits of regular physical activity on the physical, emotional, mental and social well-being of an individual. Team games and activities develop the notions of fair play, respect for others, discipline and other personality traits.

✚ **MEP**-The Moral Education Curriculum covers four pillars of teaching and learning

- Character and Morality
- The Individual and the Community
- Civic Studies
- Cultural Studies

The four pillars complement one another by using moral thinking, reasoning and building character. Moral Education is designed to be taught in a series of units over 12 years of schooling from Grade 1 to 12. Underpinning the curriculum

are the thinking, learning and communication skills relevant to Moral Education which support development and progression through the 12 grades.

Curricular choices for strengthening lateral thinking among the children by providing:

- Subject options in Grade 11&12(Science stream/Commerce/Humanities)
- Career Pathways intended to develop students' core academic and technical skills
- Library Science
- Language choices from Grade 9- 12 (French/Hindi/English)
- Choice in Sports Field
- Extracurricular Activities
- Maths & Computer Science subjects
- Field trips- Internal-within UAE and External- Outside UAE (NASA Trip, Bratislava,Prague,Croatia & South Africa)

ASSESSMENT

The School uses an integrated assessment methodology to monitor learners' progress and for inculcating five highly desirable habits in learning, representing a combination of values, attitudes, motivation, empathy, knowledge and skills.

 Co-scholastic - (Approaches to Learning)

The Co-Scholastic Activities such as Work Education, Art Education, Physical Education graded on a 5- point scale

 Scholastic- (Academics Performance)

Gr.1-12 (School Based)

- Continuous Evaluation- (Formal)

- 4 Cycle tests
- 2 term Examination
- Quiz, Debate, Projects, Journals etc. (Different Tools & Techniques)
- Informal Assessment-Dictation, Mental Maths, Subject Enrichment etc.

 Bench Mark Exam

- TIMSS
- PISA
- MARS PRIMARY COLORS
- OLYMPIAD
- ASSET & ACER