

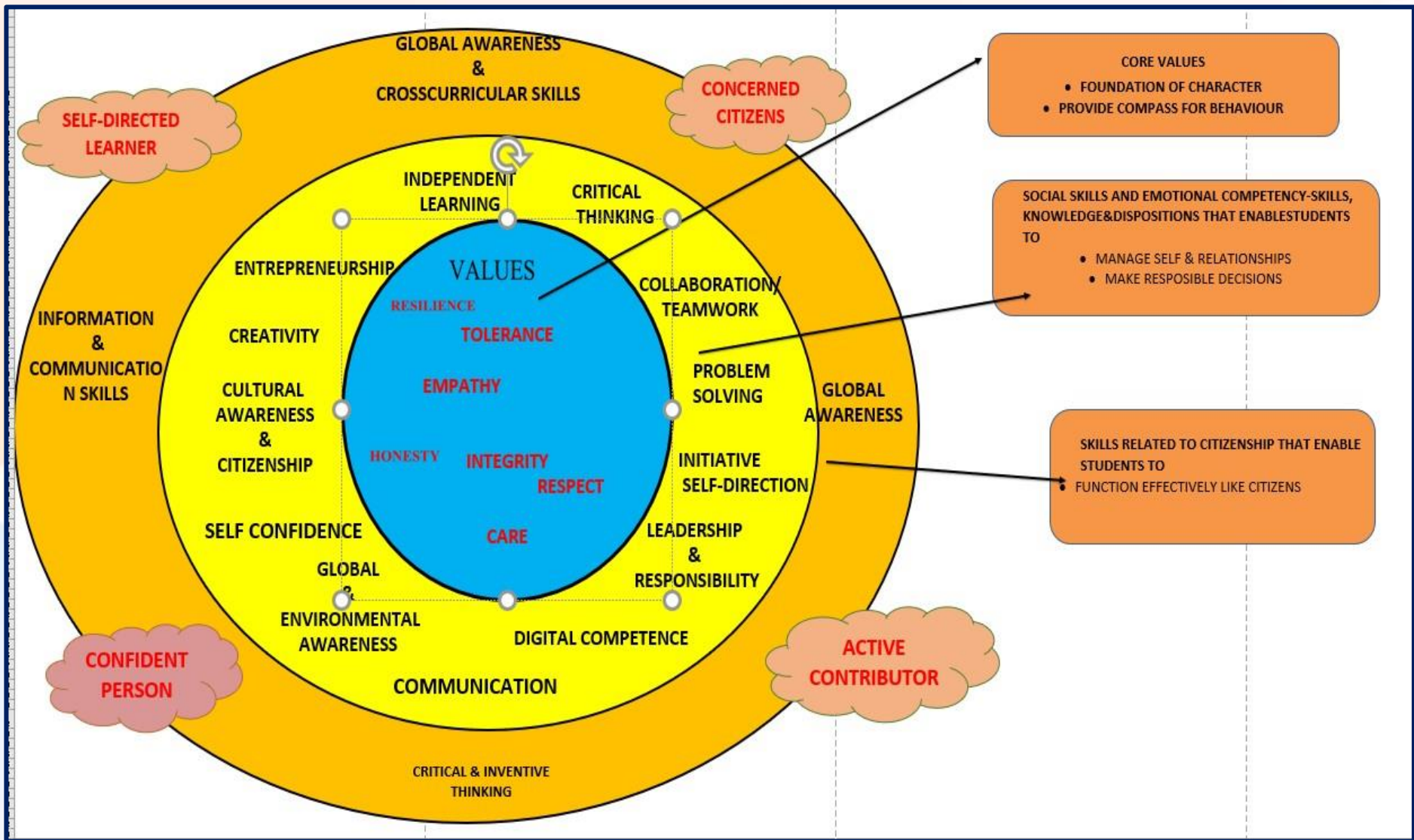


ABU DHABI INDIAN SCHOOL, BRANCH 1 - AL WATHBA
PRIMARY & SECONDARY CURRICULUM OVERVIEW 2021-2022

"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





The Curriculum is based on National Curriculum Framework 2005 and National Education Policy-2020, further reviewed and emendation 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 characterized as Spiral Program Organization.

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 globalized 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 centered 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.

E-LEARNING/DISTANCE LEARNING/BLENDED LEARNING

- Teaching strategies and Instructional Objectives are planned and designed keeping in mind the paradigm shift in the field of education.
- Ensuring the wellbeing of the learners while being away from the School physically.
- Exploring new pedagogical and technological approaches while using ICT for learning.
- Preparing future ready students and teachers
- Keeping students aware of cyber security and cyber etiquettes to respect everyone's learning and personal space.

THE TEACHING AND LEARNING AT ABU DHABI INDIAN SCHOOL, BRANCH 1- AL WATHBA

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. We ensure that our children deep dive into the 'why' of 'What'.

From early years students are provided with relevance to subjects and concepts taught which makes learning meaningful. As and when our children grow into young adults we connect their learnings with various career path so that the students decide their own milestone for tomorrow. Thus we focus on learning experiences that will have a significant impact in the long run.

Our objective is to create socially aware and environmentally responsible citizens for the future world. With this aim and in alliance with NEP

2020 we have incorporated SDG (17 Sustainable Development Goals adopted by all United nation's member states) in our curriculum. These goals focus on peace and prosperity of the people and the Planet.

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. While our teachers play the role of facilitators both during learning engagements and evaluation, we encourage peer evaluation during various formative assessments to allow students appreciate the strength of their peers as well as support each other as and when needed.

MAJOR CONTENTS OF CBSE SUBJECT LEARNING AREAS ARE:

- ✚ **English** - 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.
- ✚ **2nd Language**- Our School offers a plethora of choice when it comes to teaching the second language.
 - Hindi: All students from Grade 1 to 3 learn Hindi whereas from Grade 4 to Grade 10 it is optional with other languages.
 - Malayalam: From grade 4 onwards till grade 10 Malayalam is offered as one of the choices for 2nd language.
 - French: From Grade 8 onwards till grade 10 French is offered as one of the choices for 2nd language.
 - CBSE Arabic: In grades 9 and 10 students can take this subject as a choice for 2nd language.

In all languages our objective is to achieve proficiency in Reading, Speaking, Listening and Writing skills through regular practices and exposure. Our students turn out to be effective communicators. We connect culture, values and human life of the respective native speakers while teaching a language.

- ✚ **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. A subject which is as dynamic as Science, where an exciting invention gets obsolete the next day, our focus is to keep our students updated with every new step the world of Science takes. Environmental awareness is also emphasized.

- ✚ **Social Science-** Students recognize 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. Students are encouraged to find relations between various domains of Social Sciences -History, Geography, Economics and Political Science. Our students are constantly told about their role as the ambassadors of the School and the Place they belong to. They are encouraged to question, critically analyse a problem and find solutions.
- ✚ **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. Our Computer Science classes are driven through learning and fun, brainstorming and critical thinking, reasoning and problem solving. Our students channelize their learning in Computer Science classes to learning of other subjects.
- ✚ **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.
Art Integration is made to be a common practice in the campus to bring all forms of art in the mainstream and promote joyful learning. Sessions are being conducted for teachers to learn how to use different forms of ART as a tool in classroom (both physical and virtual)
- ✚ **Physical Education-** A healthy body and a healthy mind complement each other. PE Contributes 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, regularity, punctuality, discipline and other personality traits.

Ministry Subjects: These subjects are mandatory and a student needs to score minimum 50% marks in these subjects to be eligible to be promoted to the next higher grade.

- ✚ **Islamic Studies:** Is for all Muslim students to promote harmonious development in diverse culture. It aims to give clear understanding to students 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.
- ✚ **Ministry Arabic:** Arabic is taught as a Ministry subject to all students from grades KG-11 and is optional for the students of Grade 12. Our students are being brought up in the beautiful land of the United Arab Emirates, which is a land of rich culture, history and heritage.

The curriculum helps the students gain basics of reading, writing and speaking skills of Arabic. Through the language the children get acquainted with the local culture, heritage and Islamic values.

- + **UAE Social Studies:** UAE Social Studies 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.
- + **Moral Education Programme:** 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/ Commerce/ Humanities)
 - Science Stream: Physics, Chemistry, Mathematics, Computer Science, Biology, Psychology
 - Commerce/Humanities: Accountancy, Mathematics, Business Studies, Marketing, Economics, Library Science, History, Political Science, Psychology
 - Compulsory Subjects: English and Ministry Subjects
- Career Pathways intended to develop students' core academic and technical skills
- Library Science
- Language choices from Grade 4- 12 (French/Hindi/Malayalam/CBSE Arabic)
- Choice in Sports Field
- Extracurricular Activities
- Mathematics & Computer Science subjects
- Field trips- Internal-within UAE and External-Outside UAE (NASA Trip, Bratislava, Prague, Croatia & South Africa).
- Virtual Tour to places of historical and geographical interest (During E-learning)

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 Mathematics, Subject Enrichment etc.
- ✚ Bench Mark Exam
 - TIMSS
 - PISA
 - MARS PRIMARY COLORS
 - OLYMPIAD
 - ACER