The Four Pillars			Character And Morality (CM)		Civic Studies (CS)		
			The Individual and The Community (IC)		Cultural Studies (CUS)		

							YEAR 8							
	TERM 1						TEARO	TERM 3						
	CM13	Where it Fits		IC13	Where it Fits		CIS3	Where it Fits		CM14	Where it Fits		IC14	Where it Fits
Indivi	ual Moral Responsibilities, Duties and Obligations  Making good Decisions			Trade, Travel and communications: The UAE in an increasingly Globalised and Interconnected World; Cultural Exchange			Human Needs				Digital Challenge			
CM13	Tell others what key responsibilities and duties one has towards the students own class		IC13.1	Explain and understand what is meant by risk and consequence	History- King Charles: How king Charles was blamed for the Civil War?	CIS3.1	Understand and discuss the concept of 'globalistion', what it means, some of the issues it raises and how it affects the UAE	Geography- Urbanisation how world has changed in past few dacades.	CM14.1	Name some basic human needs, explain what they entail and why meeting such needs is important.		IC14.1	Explain how to protect oneself on social media and what the short and longer term risks are, including potential criminal use of information such as identity theft.	
CM13	Demonstrate awareness of ,and ability to discuss, responsibilities and duties as daughters and sons in the context of daily family life.		IC13.2		UAE Social Studies- UAE security agengies and their role in society.	CIS3.2	Understand and discuss the idea of a sustainable global economy, the challenges it faces, and how these might be adressed		CM14.2	Present and justify views for or against a link between unmet, basic human needs and the occurance of violent conflict.	History- Trial and execution of king Charles.	IC14.2	Understand how digital media may be used maliciously for grooming, bullying and stalking. Be aware of the different forms this malicious use can take, how it hurts individuals and what action they should take if they think they or their peers are at risk	
CM13	Name and justify basic moral rules, such as: it is wrong to steal; it is wrong to tell lies; it is right to keep promises		IC13.3	Know how to resopond when harmful or dangerous situations arise, including knowing how to protect oneself so one is not harmed and how to get help, for example by contacting emergency services.		CIS3.3	Understand and work with economic concepts	ICT:This topics can be linked to spreadsheets and data analysis.Different types of charts can be used to demonstrate the economy of UAE	CM14.3	Demonstrate the need for and a commitment to the fundamental value of each human life		IC14.3	Talk about the range of digital sources and sites one engages with and how these reflect the context, purposes, culture, values and views of the providers.	ICT:A range of website with respect to UAE can be provided and students can express their opinion and the the purpose of the website.Also students can create websites to depict UAE culture /tradition/values
CM13	Reason about 'the right thing to do', applying one or more of the moral rules discussed during the unit, for example as a response to the question: when might a student have a moral duty to disobey a command given by a teacher? (Here one possible response would be that the teacher required the student to do something that discriminated against another student.)		IC13.4	<ul> <li>Understand the value of and demonstrate some basic first and skills.</li> </ul>		CIS3.4	Make an informed evaluation of the impact of advances in communication on the individua, society and inter - societal relations	ICT:This topics can be linked to impact of ICT on society.Students can create a report based on this using a word documen/presentation				IC14.4	• Talk about examples of factual reporting, opinion, propoganda, campaigning and advertising in the media , the risks of accepting things at face value and how to check information for factors such as accuracy, bias, selectively.	History- How parliament used propoganda during the civil war in England.
			IC13.5	<ul> <li>Understand the dangers from crime and how to protect oneself and others from the risk of beiing victims.</li> </ul>								IC14.5	Understand how images and texts can be modified and selected to present different messages. Undertake a project to present the same information in a negative and a positive way	
			IC13.6	Discuss the risks and possible consequences of irresponsible behaviour for perpetrators and victims, including how it may lead to criminal action.	ENGLISH:Research on juvenile delinquency; laws and the process of rehabilitation in UAE. Make comparisons of the same to you home country. Present your finding with a brief article and a graph to support your findings. Graph should contain data of both UAE and your home country.  MATHS: Draw a pie chart and get the data from your research.							IC14.6	• Explore how individuals and groups react to information responses and how the way it is presented can elicit emotional as well as rational response. Undertake a simple project using a range of media to persuade peers about an idea.	History- How China ruled in the medieval times and Quin dynasty.
			IC13.7	Consider how irresponsible and criminal behaviour is treated in school and in society.										

Underpinning Foundations of The Four Pillars					
Moral Values	Honesty, tolerance , respect, responsibilty, thoughtfulness, harmony, courage, helpfulness, moderation, humility, kindness, consciousness				
Thinking, learning and communication skills	Handling and understanding information; thinking, solving problems and decision making; being creative, working with others, and managing oneself.				
Qualities of character	Perseverance, coperation, resilience, self-control, altruism, ambition, independence, hospitality, grit, self-confidence, discipline, wisdom, generosity, passion.				
Interpersonal and societal competencies	Solidarity, civic duties, respecting law and order, recognising societal diversity and inclusivity.				

Thinking, Learning and Communication Skills Being Developed					
Handling and understanding information	Collating, synthesising and managing information				
Thinking, solving problems and decision making	Reasoning. predicting , hypothesising and finding solutions.				
Being creative	Being curious, learning from mistakes, and developing new ideas and ways of thinking about the world.				
Working with others	Teamwork, leadership.				
Managing oneself	Working independently , self motivation, setting own targetsand goals, reflection and evaluation.				