The Four Pillars

The Four Pillars	▪ (dark blue) Character And Morality (CM)	▪ (medium blue) Civic Studies (CS)
	▪ (light blue) The Individual and The Community (IC)	▪ (cyan) Cultural Studies (CUS)

YEAR 9

	TERM 1				TERM 2				TERM 3	
CM15		**IC15**	**Where it Fits**	**CIS4**	**Where it Fits**	**CM16**	**Where it Fits**	**IC16**	**Where it Fits**	
Where it Fits										
Morality in the Context of Communities		Valuing Diversity		The Growth of Consultative Governance in the UAE		Morality in the Context of States		Dealing with Conflict		
CM15.1 • Explain what a community is and why being a member of at least one community or social group is important to most people.	History- World War 1: Why people volunteer for war readily?	IC15.1 • Evaluate understanding of diversity and equality within the community and across the UAE and the challenges that emerge (including how the media handle them), and articulate what equality means in practice and the benfits that diversity can bring to communities..	To understand the influences the culture and community by projecting their creative response.	CIS4.1 • Identify key developments in the growth of consulatative government at local and national levels within the UAE	UAE Social Studies- Formation of Federal government and its working.	CM16.1 • Define 'state' and 'government't		IC16.1 • Confidently use a range of strategies to deal with internal and external conflict, evidencing this through participation in a series of scenarios and role plays where students are asked to make decisions based on different levels of conflict that they mau find themselves in.	History- Cultural revolution in China and Cold War.	
CM15.2 • Name the main types of communities and social groups in UAE.		IC15.2 • Have an appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance, discrimination and prejudice.		CIS4.2 • Discuss the ways and extent to which the UAE's traditional political heritage based on consensus continues to be part of the modern state		CM16.2 • Different, historical forms of government and main forms of government in contemporary states around the world	History- World War 2; Different countries and their leaders.	IC16.2 • Articulate to others how they value the importance of tolerance and being empathetic to others who may face external conflict that affects their wellbeing (i.e refugee crisis)		
CM15.3 • Give an account of (at least) one community or social group to which they, as individuals , belong and specify some of the shared values and duities of the participants in that community or group.		IC15.3 • Recognise that they too may have individual prejudices which can be explored and overcome.		CIS4.3 • Engage in debate in ways which demonstrate an understanding of and willingness to participate in processes of consultation aimed at achieving consensus		CM16.3 • Put forward a reasonably well justified argument about the key characteristics of a good governmnet.	History- Martin Luther King	IC16.3 • Develop an understanding of why external conflicts take place and how conflict resolution strategies and diplomacy can be effective in bringing about an end to conflict		
CM15.4 • Explain the meaning of social cohesion and indicate why it might be an important value for the communities and groups that the students belong to.		IC15.4 • Explain (at a basic level) about the cycle of bias and discrimination and identify how these attitudes are destructive and how they can be overcome.				CM16.4 • Discuss the role of government in increasing / decreasing the level of social equality and cohesion in a country such as the UAE	History- Nelson Mendela: his fight for equality.	IC16.4 • Provide advice to others on how to manage internal conflict and cope with external forces that are out of their control		
CM15.5 • Discuss with other students why it might be valuable to promote social cohesion both in the groups to which the students belong and more generally in the wider society of the UAE		IC15.5 • Demonstrate respect and empathy for, and sensitivity to, individuals who are different or who com from different backgrounds and how they can be included in communities and societies.	ENGLISH: Interact and interview an expat of any other nationality than your own. Provide information on background; current job profile; motivation; adaptation to multiculural environment. Present work in the form of an interview.					IC16.5 • Recognise how to use conflict resolution strategies such as being open an honest and respecting the views of others who may have different values and belifs		
		IC15.6 • Talk about examples of how individuals and movements have fought discrimination, prejudice and intolerance and discuss what they have learnt from these examples.								

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.