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مدرستنا الثانوية الإنجليزية، الشارقة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
GIRLS'



Middle School-Science Curriculum (Gr.6–Gr.8)

Introduction

The Science Curriculum of Middle School has been designed on the needs, interests, purposes and abilities of the learners. It focuses on helping the students comprehend the fundamental concepts in Science through experimental and inquiry-based learning.

The Curriculum aims to ensure all-round development of every student. Apart from being comprehensive, it is very practical and stresses the importance of developing the personality of all students. It also enables students to become confident learners and achieve the required academic success.

Overview

The Curriculum fully meets the requirements of the CBSE board and the Ministry of Education, UAE. The Middle School years can be seen as a period of transition to adolescence. During the four years of Middle school education, the students' intellectual, aesthetic, physical, cultural growth and development are intensified so that they have a clearer sense of their strengths, interests, goals, values, ethics and attitudes. So it is aimed to meet the holistic development of all students.

The Science Curriculum emphasizes the need for balance between the acquisition of scientific knowledge, skills, values and attitudes. This curriculum visualizes the learning of Science relevant and related to daily life, achieve SDG goals, making the subject real and meaningful to the learners. It is interdisciplinary, project-based, inquiry-based and research-driven. It is designed to challenge students and to provide the needs of all groups of students to make them 21st- century learner and an inquirer.

Aim of the Curriculum

The curriculum aims to enable all young students to become:

- successful learners who enjoy learning, make progress and achieve
- global contributors to meet the challenges of the present world
- confident individuals who are able to lead healthy and fulfilling lives
- responsible citizens who make a positive contribution to society and the environment.

The curriculum is planned with the aim of providing a broad, balanced, and relevant course of study for all students. Every lesson integrated to foster and develop the best practices among all students.

The science curriculum has been designed in such a way that effective learning happens in the classrooms. It provides all learning opportunities, as every learner is unique in the heart of the curriculum. The teacher creates a learning environment that will relate the concepts with real-life experiences and enrich the learning through extended activities and inquiry-based learning to develop their sense of inquiry.

Thus, teaching and learning enable the student as an effective learner and the teacher as the orchestrator of learning.

The mode of learning is founded on the following domains:

- Knowledge, Understanding
- Application
- Life Skills.
- Values and Attitudes
- Creativity



The Vision of the Curriculum

“Every child matters at the heart of the Curriculum”

The learning outcome of the curriculum based on the Mission statement of the school –

‘Striving for excellence, striving towards success and seeking new horizons of personal growth and worth’.

Science education involves training students to be equipped with the skills, to be able to use scientific knowledge to identify problems, and to draw evidence-based conclusions in order to make decisions about the global world and the changes made to it through human activity.

It aims to promote critical thinking skills, effective communication skills and enhance creativity. Education is a powerful instrument for change and the key to preparing learners for global challenges.

The Objectives of the Middle School Science Curriculum

(i) It enables students to acquire knowledge with an understanding of its application in their daily lives, so that they are motivated to learn science through activities. Hence, they are able-

- to solve problems and use thinking skills.
- to communicate effectively.
- to become confident, responsible and productive citizens who are able to cope with the changing and progressive nature of Science and Technology in the world.

(ii) It enables students to develop 21st-century competencies, which would

- equip them to acquire life-long learning skills, attitudes and values which are useful in everyday life.
- enable them to show care and concern for people and the environment.



Numerical skills applied in solving Science problems.

Language is the principal means of communication in every aspect of the learning process. In science, students use a range of language skills, they build subject-specific vocabulary, interpret diagrams and charts, and read instructions relating to investigations and procedures.



Student learning linked to daily life situations and their applications in real-life situations make content easier to understand when demonstrated by real-life examples.

To develop curiosity in Science, many Science activities are conducted which is an effective way to learn as the students directly observe and learn.

To develop skill in handling scientific instruments and devices, lab activities are conducted.

Incorporated STEAM activities to apply the concept learned in a new situation and also to enhance creativity.

GEMS Core Values

GEMS Core Values form the foundation of the GEMS educational programme. These Core Values are unique to **GEMS** and are part of the planned curriculum, woven into the very fabric of school life.

- **Global Citizenship**
Empowering students with a global and local perspective.
- **Leading through Innovation**
Find the courage to challenge convention
- **Growing by Learning**
Developing each student's individuality and discovering their potential
- **Pursuing Excellence**
Developing skills for the future

Development of Life Skills

The fast life of society has strongly affected the lifestyles, attitudes and life skills of the learners. The younger generation is seen to be more active, responsive and curious.

The inability to cope with changing life patterns, unrealistic comparisons with peers in society, and excessive exposure to irrelevant information have made them restless. It really means that the learners have to be equipped with relevant emotional skills and competencies so that they are able to understand their role in society in a more realistic manner.

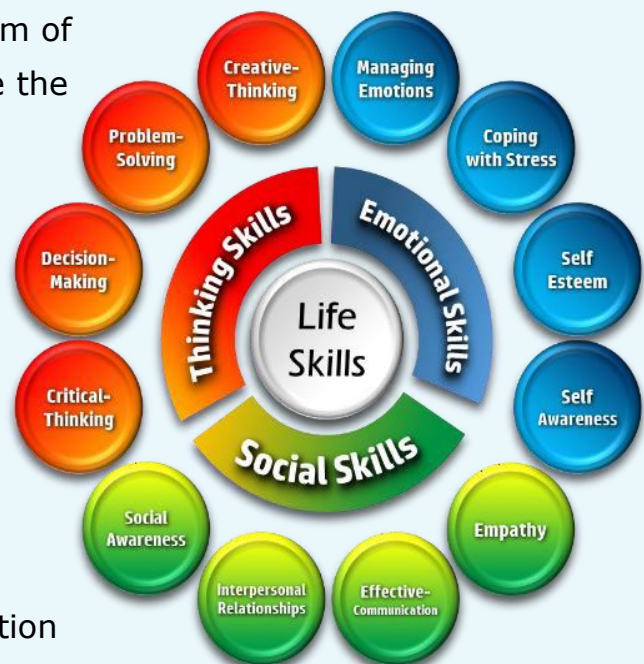
Emphasis on teaching emotional skills and life skills given priority in the curriculum. The curriculum gives opportunities for empowering learners with emotional skills and competencies. It is essential that a child grows up to be a compassionate human being.

At the same time, they must learn to shoulder their responsibilities at an early age. The aim of developing life skills in schools is to capture the true essence of adolescence.

Adolescence is a time of immense creative energy, self-discovery and a desire to explore the world.

Developing life skills helps the holistic development of children, and their significance is given importance.

Life skills consist of thinking skills, social skills, emotional skills, effective communication skills, cooperation skills, technological skills and leadership skills.



Instilling Eco-values across the Curriculum

Our planet and its inhabitants are facing a growing number of issues related to the environment. Education is the key to creating environmental awareness.

To instil among students the values of positive behaviour, a sense of responsibility and empower them with sustainable practices, the Eco Club of the school provides opportunities to explore and create solutions through various Eco initiatives. The school is



encouraging many programs to create an eco-friendly attitude in students. We have a very active Eco-club, which organizes 'Newspaper collection, E-waste collection, batteries collection, plastic collection and Can-collection drive' every year.

Eco Club Vision

'To foster a generation of environmentally conscious citizens capable of positive action.'

Eco Club Code

'A healthy environment and a healthy economy from takeover to makeover.'

Eco Values

- To encourage the child to behave responsibly to protect and conserve the environment to promote sustainable development (SDG goals activities are incorporated in every Science Lesson).
- To enable the child to communicate ideas, present work and report findings using a variety of media.

Eco - Activities

- Clean-up Campaigns
- Poster making
- Best out of waste
- Environment Day/ Earth Day activities
- Recycling Campaigns (collection of cans, newspaper, plastic, e-waste, batteries etc.)

Earth Day

Every year, students of middle school celebrate Earth Day, which is on 22 April. A theme is chosen every year by the Eco-club. Students are shown videos, clips that will create awareness and appreciation of the Earth's natural environment. Students will take a pledge to save and protect their environment on that day and will do activities. They learn to appreciate the uniqueness of our planet Earth with its incredible biodiversity.



On this day, various activities are conducted to understand them to understand biodiversity and how we should protect our nature. Sustainable development is embedded across the curriculum. Green values are integrated into the teaching and learning of all subjects. The Eco Club aims to encourage all stakeholders to transform Our Own into an Eco-School, a symbol of the Foundation for Environmental Education.

Technology in Science curriculum

Teachers utilize a range of Apps to enrich the allure of the Science curriculum and gain firsthand experience in Science and technology as well.

Apps are used for conducting class room activities such as opening activity, Plenary collaboration, AFLs, quizzes, polls, virtual labs, etc.

The apps mainly used are Nearpod, Quizzes, Padlet, Wordwall, Bamboozle, CuriPod, Edupuzzle, Gizmos, PhET simulations, Amrita Olab, etc.

TechTreck is a new initiative aimed at integrating Automation in Science lessons, fostering the development of skills in incorporating coding into Science curricula, which provides a rich and versatile learning experience that develops technical skills, fosters creativity and promotes problem-solving mindset, all of which are valuable in a wide range of fields and daily life situations.

Assessments - An Integral part of teaching and learning

Assessment is an integral part of the teaching and learning process. It involves gathering information through various assessment techniques to grade students. An assessment provides information to the teacher about students' progress in relation to the learning objectives. Therefore, the teacher makes decisions about what should be done to improve the teaching methods and enhance the learning of the students.

The assessments provide feedback to the **students**, and allow them to recognize their strengths and weaknesses. Through assessment, students can monitor their own performance and progress. It also points out their areas of improvement.

- The assessment provides feedback to **teachers**, enabling them to understand the strengths and weaknesses of their students. It provides information about students' achievement of the learning outcomes as well as the effectiveness of their teaching.
- The assessment provides feedback to **schools**. The information gathered facilitates the promotion of students from one level to the next. It also allows the schools to review the effectiveness of their instructional programme.
- The assessment provides feedback to **parents**, allows them to monitor their children's progress and achievement.

In addition to the written tests, teachers conduct a performance-based assessment using the following suggested modes:

- | | |
|--------------------------|----------------------------|
| • Inquiry-based learning | Research based projectwork |
| • Hands-on activities | App making |
| • Extended learning | Flipped Classroom |
| • Poster making | PowerPoint presentations |
| • Roleplay | STEAM activities |
| • Model-making | Lab activities. |

Assessment Structure

The assessment scheme for classes VI-VIII have been designed on Term Assessment basis with a gradual increase in the learning assessment as the students move forward. This would prepare the students to cover the whole syllabus of the academic year and face the challenge of class X Board examination, and would thus, ensure the 'quality of education'.

Scholastic Area: The assessment structure and examination for classes VI to VIII comprises of two terms. Term-1 and 2 as explained below:

The internal assessment marks will include:

1. Marks of Periodic Tests (40 Marks)

One Periodic test out of 40 will be conducted in a term.

2. Notebook maintenance (5 Marks)

Notebook maintenance is assessed before the end of each term based on the following parameters.

- (a) Regularity
- (b) Assignment completion
- (c) Display of neatly labelled illustrations
- (d) Research work/extended activities
- (e) Neatness and upkeep of the notebook

3. Subject Enrichment Activity (5 Marks)

Subject enrichment activities comprise lab activities, projects, model making, and research works, which are to be conducted twice a year.

These are subject-specific activities aimed at enhancing the understanding and skills of the students. These activities are to be carried out throughout the term and will be evaluated.

Grading Scale for Scholastic Areas

MARKS RANGE	GRADE
91- 100	A1
81- 90	A2
71- 80	B1
61- 70	B2
51- 60	C1
41- 50	C2
33- 40	D
32 & Below	E (Needs Improvement)

SCIENCE	TERM-1 (100 marks) (1st half of the session) 40 marks Periodic Assessment + 80 marks for Half Yearly Exam		TERM-2 (100marks) (2nd half of the session) 40 marks Periodic Assessment + 80 marks for Yearly Exam	
	PT-1 40 marks Periodic Test 40 marks with The syllabus will be covered until the announcement of test dates by the school.	Half-Yearly Exam Written exam for 80 marks with syllabus covered until the announcement of Half Yearly exam dates by the school. Notebook Submission 5 marks at term-end Subject Enrichment activity-5 marks at term-end.	PT-2 40marks Periodic Test for 40 marks with syllabus covered until the announcement of test dates by the school.	Annual Exam Written exam for 80 marks with syllabus covered in the second Term. Notebook submission 5 marks at term-end. Subject Enrichment activity-5 marks at term-end.

Discipline: The students will also be assessed for the discipline, which will be based on the factors like attendance, sincerity, behaviour, values, and tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3-point grading scale (A = Outstanding, B = Very Good and C = Fair)

Teacher Resources

Syllabus

A syllabus is an outline of topics to be covered in an academic year. It is set by the team of teachers who control course quality. They describe what learners need to know in each term, topics assessed each term and how they will be assessed.

Schemes of Work

A scheme of Work is a detailed plan that defines work to be done in the classroom. It defines the structure and content of a course and term plan that gives an idea of how teachers deliver the course. It maps out clearly how resources and class activities (eg. teacher-talk, group work, practicals, discussions) and assessment strategies used to ensure that the aims and objectives of learning are met.

APOW

APOW is a plan of what portions are to be covered in each week or session of the learning programme or course. This gives a detailed teaching plan. APOW consider how many lessons are to be covered in a specific theme. It makes sure that all teachers deliver their lessons in a uniform manner. It can also support communication and planning between departments. Once it has been finalized, it can be used to write lesson plans weekly.

Curriculum Framework

The systematic structure of the curriculum as set out in document(s) specifying the way in which learning and assessment are to be organized. The school conducts regular reviews and develops its curriculum to ensure progression in all subjects in line with the CBSE, MOE Sharjah and the UAE National priorities like ASSET, TIMMS. The curriculum includes interesting and relevant programmes that develop students' knowledge, understanding, SDG goals and appreciation of the heritage of the UAE. The HOD's and subject coordinators identify gaps if any and make provisions to incorporate the same into the curriculum for the next session.

Curriculum Mapping

The curriculum is planned to ensure horizontal and vertical progression across grades and phases.

Syllabus content at a glance

Students study the following topics as given in the syllabus below in Grades 6, 7 and 8.

	GRADE 6	GRADE 7	GRADE 8
FOOD	<p>L.2 DIVERSITY IN THE LIVING WORLD</p> <ul style="list-style-type: none"> > Classification of plants > Children will be taken for a nature walk to observe the different types of plants and the venation on the leaves > Root system, its modifications, and functions > Functions and modifications of the stem > Function of leaves and their modifications <p><u>LAB ACTIVITIES</u></p> <p>1) Deduce the relation between leaf venation and the types of roots in a plant in order to identify the type of root.</p> <p>2) Investigate the parts of a flower</p>	<p>L.1 NUTRITION IN PLANTS</p> <ul style="list-style-type: none"> > Autotrophic and Heterotrophic nutrition > Different modes of heterotrophic nutrition in plants <p>SOIL TIMSS</p> <ul style="list-style-type: none"> > 1. Mark the type of soil found in different regions on a political map of India 	<p>L.1 CROP PRODUCTION</p> <ul style="list-style-type: none"> > Agriculture- crop-based seasons > Steps of Agricultural practices: > Selection & sowing of seeds > Weeding and crop protection, TIMSS Protection from pests and diseases > Methods to increase crop yields: Nitrogen cycle
	<p>L.3 MINDFUL EATING: A PATH TO A HEALTHY BODY SELF-STUDY SEA</p> <ul style="list-style-type: none"> > Food Chain, Food web ASSET <p>Create a menu card for the school canteen using a digital tool/chart paper.</p> <p>Calculate the total calories for a selected healthy breakfast/lunch item from your respective menu card.</p>	<p>L.2 NUTRITION IN ANIMALS</p> <ul style="list-style-type: none"> > Steps of nutrition > Human digestive system > Oesophagus, Stomach, small intestine > Process of digestion, absorption, assimilation and egestion. > Nutrition in Ruminants- Ingestion, Digestion and Absorption > Nutrition process in Amoeba 	<p>L.2 THE MICROBIAL WORLD</p> <ul style="list-style-type: none"> > Types of microorganisms > Useful microorganisms > Medicinal, agricultural, and environmental uses of microorganisms > Harmful microorganisms- disease-causing microorganisms in humans, plants and animals > Different methods of food preservation

MATERIALS	<p>L.9 METHODS OF SEPARATION IN EVERYDAY LIFE SDG</p> <ul style="list-style-type: none"> > Pure substances and mixtures > properties of mixtures >Types of mixtures- homo and hetero >Methods of separation of purities from food grains. > Threshing, winnowing, handpicking, sieving, filtration, condensation, and evaporation. > Solution and solubility > Elements, Symbols of common elements > Formula of common compounds > Structure of CO₂, H₂O <p style="text-align: center;">TIMSS</p>	<p>L.3 ANIMAL FIBRES</p> <ul style="list-style-type: none"> > Different types of animals from which we get fibres. Research work > Steps involved in the extraction of wool and silk. > Health hazards in the wool industry > Definition of 'sericulture' > Identify different stages in the life cycle of a silk moth. > Health hazards in the silk industry <p>L 12 FORESTS: OUR LIFELINE</p>	<p>L8: Synthetic fibres and plastics</p> <ul style="list-style-type: none"> >Advantages and disadvantages of synthetic fibres compared to Natural fibres. > Properties of Rayon, Nylon, Polyester > Applications of Rayon, Nylon, and Polyester in daily life. > Properties and Uses of Acrylic and Spandex > Plastics and their structure, types of plastics, Uses of plastic. > General properties of plastics. > Plastics and the environment SDG 12
	GRADE 6	GRADE 7	GRADE 8
<p>L.4 SORTING MATERIALS INTO GROUPS</p> <ul style="list-style-type: none"> > Grouping on the basis of similar properties. SEA Appearances, lustre, hardness, texture, transparency > Solubility, Floatation and Density. 	<p>L.4 ACIDS, BASES & SALTS</p> <ul style="list-style-type: none"> > Definition of acid & base >Types of Acids and Bases > Properties of acids and bases. > Uses of acids and bases > Perform activities to investigate whether the substance is acidic, basic or neutral. > Distinguish between natural and synthetic indicators. > Universal Indicator > Preparation of salts and their uses > Application of neutralisation reaction 	<p>L.4 COMBUSTION AND FLAMES</p> <ul style="list-style-type: none"> > Combustion and types of combustion. > Factors affecting combustion > Word equation for complete and incomplete combustion > Ways of extinguishing fire > Types of fire extinguishers > Flame and zones of a candle flame > Fuels and its type > Characteristics of an ideal fuel. 	

	GRADE 6	GRADE 7	GRADE 8
	<p>L8: A journey through different states of matter.</p> <ul style="list-style-type: none"> > Three states of water > Water cycle 	<p>L.5 PHYSICAL & CHEMICAL CHANGES</p> <ul style="list-style-type: none"> > Differentiate physical and chemical changes. > Characteristics of physical and chemical changes. > Rusting and methods of prevention > Examples of common chemical reactions > Displacement reaction > Combination and decomposition reaction > Crystallisation, evaporation methods 	<p>L.3 COAL AND PETROLEUM SDG-7</p> <ul style="list-style-type: none"> > Fossil fuels > Formation of coal in different stages. > Destructive distillation of coal > Extraction of petroleum > Fractional distillation of petroleum > Conservation of fossil fuels <p>L.4 Metal and non-metals</p> <ul style="list-style-type: none"> > Position of metals, non-metals and metalloids in the periodic table. > Physical properties of metals and non-metals > Chemical properties of metals and non-metals > Reaction with oxygen, water and acids > Rusting and methods to prevent rusting > Displacement Reaction -Reactivity Series > Uses of metals and non-metals > Alloys and their uses SDG-Goal 11
HOW THINGS WORK	<p>L.4 FUN WITH MAGNETS</p> <ul style="list-style-type: none"> > Magnets, > Poles of a Magnet > Law of magnetism > Test for magnetism, magnetic compass > Earth as a magnet: Preserving magnets. <p>L.7 TEMPERATURE AND ITS MEASUREMENT</p>	<p>L.3 HEAT</p> <ul style="list-style-type: none"> > Measurement of temperature > Comparison of different types of thermometers > Interconversion of the various units of temperature > Effects of heat > Methods of transfer of heat – conduction, convection, radiation > Working of a Thermos Flask > Make a solar cooker SDG 7 	<p>L.10 SOUND SDG-Goal 11</p> <ul style="list-style-type: none"> > How is the sound produced? > Propagation of sound > Structure of the human ear > Characteristics of sound > Audible and inaudible sound > Musical instruments > Sound from the electric bell in a jar TIMSS > Noise and music SDG-9 > Noise pollution
Plant life	<p>L.10 LIVING CREATURES- EXPLORING THEIR CHARACTERISTICS SEA</p> <ul style="list-style-type: none"> > Characteristics of living and non- living > structure, Growth, food, respiration, excretion, Reproduction, life span > Response to stimuli 	<p>L.8 REPRODUCTION IN PLANTS</p> <ul style="list-style-type: none"> > Asexual reproduction > Vegetative reproduction > Artificial methods of reproduction > Advantage of vegetative reproduction. > Interdependence of plants and animals 	<p>L.5 CONSERVATION OF PLANTS AND ANIMALS (SELF STUDY)</p> <ul style="list-style-type: none"> > Biodiversity and its importance > Threat to biodiversity <ul style="list-style-type: none"> • Deforestation, overexploitation • Climatic changes > Conservation of biodiversity- <ul style="list-style-type: none"> > Red data book

	GRADE 6	GRADE 7	GRADE 8
WORLD OF LIVING		L.6 RESPIRATION IN ORGANISMS <ul style="list-style-type: none"> > Describe the process of breathing & respiration. > Steps of respiration > Respiration in Human beings > Mechanism of breathing > Identify various organs present in the respiratory system of animals and humans > Differentiate aerobic and anaerobic respiration > How do animals breathe? >Respiration in plants 	L. 8 CELL -STRUCTURE AND FUNCTION <ul style="list-style-type: none"> > Discovery of the cell, Cell theory and Cell diversity. > Organisms show Variety in Cell Number, Shape and size > Parts of a cell -Nucleus, cell membrane, cell wall, cytoplasm > Comparison of plant and animal cells L.6 REPRODUCTION IN ANIMALS <ul style="list-style-type: none"> > Mode of reproduction > Reproduction in human beings > Reproductive organs > Fertilization
WORLD OF LIVING		L.7 TRANSPORTATION IN PLANTS AND ANIMALS <ul style="list-style-type: none"> > Transportation of substances in animals > Circulatory System in Humans > The blood and its types > Structure and functioning of the Heart >Excretion in Humans > Transport of substances in plants > Identify different types of excretory organs found in different animals 	L 7 REACHING THE AGE OF ADOLESCENCE SDG-Goal 5 <ul style="list-style-type: none"> > Changes during Puberty > Role of the hormone during puberty > Reproductive phase > Nutritional requirement > Personal hygiene

	GRADE 6	GRADE 7	GRADE 8
MOVING THINGS,	<p>L.5 MOTION AND MEASUREMENT OF DISTANCES</p> <ul style="list-style-type: none"> > What is measurement? >Standard unit of measurement > Advantages of the SI system >Need for measurement > Estimation in measurement >Rest and motion > Types of motion <ul style="list-style-type: none"> • Translational motion • Rotational motion • Periodic motion • Non-periodic motion 	<p>L.9. MOTION AND TIME SEA</p> <ul style="list-style-type: none"> > Measurement of time > Simple pendulum > Time period of a pendulum > Motion and Speed > Calculation of speed using a formula > Different units of speed and its conversion > Distance and time graph for uniform motion and non-uniform motion 	<p>L.8 FORCE & PRESSURE SEA</p> <ul style="list-style-type: none"> >Effects of Force >Types of force >Pressure and its applications >liquid pressure and its measurement >Working of Manometer >Atmospheric pressure >Working of the barometer <p>L.9 FRICTION SDG-12-</p> <p>Friction and its types Causes of friction Advantages and disadvantages of friction Methods of reducing and increasing friction</p>
	<p>L.6 MATERIALS AROUND US Compare open and closed circuits.</p> <p><u>G&T</u> Construct a series and parallel circuit.</p> <p><u>LAB ACTIVITIES</u> 1) Investigate and describe the relationship between the mass and the volume of various objects</p>	<p>L.10 ELECTRIC CURRENT & ITS EFFECTS SDG-Goal 12</p> <ul style="list-style-type: none"> > Electric circuit diagrams > Heating effect of electric current > Electric fuse > Magnetic effect of electric current > Electromagnet > Series and parallel circuit ASSET 	

	GRADE 6	GRADE 7	GRADE 8
NATURAL PHENOMENA			
		L.11 LIGHT > Rectilinear propagation of light > Reflection of light, regular and diffused. >Plane mirror and spherical mirrors >Convex and concave mirrors and Image formed by mirrors > Uses of curved mirrors > Lenses and image formation Conservation of electric energy - SDG-7	L.13 LIGHT > Reflection and laws of reflection > Multiple reflections and applications > Dispersion of light > Structure of the human eye > Nutrition and eye health >Aid for visually challenged people. SDG-3 >
	Earth Science Portions for TIMSS - Portions included in Social studies /Extra worksheet		
		Describe the structure of the Earth (i.e., crust, mantle, and core) and the physical characteristics of these distinct parts. Distinguish between weather (i.e., day-to-day variations in temperature, humidity, precipitation in the form of rain Order of steps in the water cycle, Volcanic eruption effects, Major cause of tides Difference between planets and moons. Soil change due to natural causes Material that breaks down quickly. Changes at high elevations- Topographic map: Topographic map: river path Location of jungle	