

# Grade 8 Curriculum Guide

## 2023-24



**COLLÈGE DU LÉMAN**  
École Internationale · Genève

# Curriculum Guide Grade 8

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# ENGLISH

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## 1.1 Learning Objectives

To foster an interest in, and an enjoyment of, reading, writing, speaking and listening.

To communicate and write effectively and appropriately allowing for a student's age and the length of time he/she has been studying English.

To teach the mechanics of the English language and to make the student aware of the importance of accuracy in sentence structure, spelling, grammar, and punctuation as a vital element of effective written English.

To teach and practise the writing process of drafting and editing.

To emphasize the different types and purposes of writing, encouraging at all times the need to be aware of audience.

To encourage reading on both a literal and inferential level.

To introduce a variety of genres.

To appreciate and analyse key literary elements in a work of literature.

To foster an appreciation of universal themes in literature from different cultures, traditions and periods of history.

To foster imaginative and original responses in the students' own reading and writing.

To build vocabulary and to encourage the use of varied and appropriate words in the students' own writing and speech.

To develop tolerance and understanding of differing viewpoints through discussion, debate, reading and writing.

To improve critical thinking through discussion, debate, reading and writing.

## 1.2 Content

Pupils follow the Cambridge Lower Secondary English Curriculum.

Literature is studied using modern and classical texts. Stress is placed on developing a deeper understanding of important themes, use of language for effect, symbolism, analysis of character motivation, author's purpose, narrator's voice, reader response and plot. Inferential comprehension is expected. Students explore a variety of non-fiction pieces. Reading a wide variety of texts and more advanced literature is encouraged. Students will read for pleasure throughout the semesters.

Writing focuses on more sophisticated five-paragraph essays and timed writing as the year progresses. The writing process is solidified and students are expected to use feedback constructively. Types of writing include: persuasive, narrative, analysis, evaluative and comparison.

Accuracy and style in writing are developed through:

- Developing strong thesis statements
- Using evidence to support claims
- Practicing using correct punctuation
- Using precise and sophisticated vocabulary for effect
- Writing paragraphs (stress on form, main idea to introduce a paragraph, supporting details).
- Using dictionaries and other references
- Using correct sentence structure (avoiding run-ons and fragments)
- Varying sentence structure for effect
- Using appropriate openings/closings and transitions.
- Responding effectively to different audiences
- Drafting
- Creating atmosphere/mood by various descriptive devices, not mere statements.

Oral work includes the presentation of written work to the class/group, prepared debates, pre-writing discussion, role play, hot seating, prepared dialogues or interviews and individual presentations.

## 1.1 English Additional Language (EAL)

Pupils follow the Cambridge Lower Secondary English as a Second Language Curriculum.

The EAL programme is for students whose level of English is between beginner and intermediate (A1-B2). The course focuses on developing all language skills in reading, writing, listening, speaking and use of English (vocabulary and grammar). A variety of resources are used throughout the course. Emphasis is placed on communication at the beginning and progresses to developing literacy skills in reading and writing.

All students will follow the Accelerated Reader programme in, at least, one of their lessons every week. This programme encourages them to read for pleasure throughout the year and it monitors their reading progress.

### 1.1.1 A1 Learning Objectives

This intensive course is for students who are at a beginner or elementary level of spoken or written English.

- To speak and write about present, past and future events using familiar vocabulary.
- To write short descriptions and summaries.
- To ask and answer questions about everyday events.

- To develop cultural awareness of the language, history and traditions.

### 1.1.2 A1 Content

#### Topics

Greetings and culture

Weather, dates and time

School items and subjects

Describing family, friends and pets

Sports and hobbies

House and hometown

Food and clothes

#### Grammar

Present simple, present continuous tenses

Past simple and past continuous tenses

Basic future tenses

Present perfect

Pronouns

Definite and indefinite articles

Prepositions

Ordinal numbers

Some adverbs of time and frequency

Simple adjectives

Sentence structure- question and answer

### 1.1.3 A2 Learning Objectives

This intensive language course is for students who are at a pre-intermediate level of spoken or written English.

- To communicate orally and in writing.
- To incorporate cultural knowledge in communication.
- To write descriptively.
- To write formal and informal email.

- To write an opinion essay.
- To further develop cultural awareness.

#### 1.1.4 A2 Content

##### Topics

- Future plans of study, work, vacations
- Common verb phrases
- Travel and tourism
- Time expressions
- Work and lifestyle
- Shopping
- Health and the body
- Environment

##### Grammar

- Consolidate language from A1
- Master the present, future and past tenses
- Conditional
- Phrasal verbs
- Passive voice
- Reported speech
- Quantifiers
- Modal verbs

#### 1.1.5 B1 Learning Objectives

This developing language course is for students who have an intermediate level of spoken or written English.

- To read and understand a variety of tasks and texts.
- To write short personal essays, narratives and responses to texts.
- To use appropriate layout for a range of genres
- To identify and use correct grammatical structures.

- To recognise and use an increasing range of vocabulary.
- To punctuate with accuracy.
- To listen and understand extended talk on a wide range of topics.
- To speak formally and informally on a wide range of topics.
- To express themselves clearly.

### 1.1.6 B1 Content

Novels, plays, short stories, poetry and non-fiction texts will be read in class. The work completed on these books is teacher directed and is intended to further develop a pupil's:

- Reading comprehension
- Use of English – vocabulary, sentence structure and grammar
- Writing skills
- Speaking skills
- Listening skills

Instruction in writing introduces a variety of styles and purposes and emphasises the need to practise the writing process of drafting and editing.

Accuracy and style in writing is developed through:

- Practising using correct punctuation
- Studying spelling/vocabulary in context
- Writing paragraphs
- Using dictionaries and other references
- Using a variety of effective sentence structures
- Drafting

Creating tone/atmosphere/mood by using various descriptive devices.

Oral work includes presentations of written work, role play, hot seating, prepared dialogues or interviews and individual presentations.



## 2 MATHEMATICS

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### 2.1 Learning Objectives

- To help students participate intelligently in their international environment and to prepare them for a successful passage through their High School career.
- To develop new knowledge that is integrated with their prior knowledge acquiring the mathematical power to perceive patterns and to solve conventional and unconventional problems.
- To use and apply Mathematics in practical tasks, in real-life situations and within theoretical and practical mathematical contexts.
- To understand and use mathematical language and notation.
- To develop and use flexibly a range of methods of computation and apply these to a range of problems.
- To explore shape and space through drawing and practical work using a wide range of materials.
- To consider how algebra can be used to model real-life situations and solve problems.
- To apply students' knowledge, understanding and skills to solving problems, individually and in groups, of increasing complexity in a wide range of contexts.
- To use mathematical forms of communication, including diagrams, tables and graphs.
- To use scientific calculators and computer software.

### 2.2 Content

Students are encouraged to bring a calculator with them to lessons. The Casio FX-85 series calculators are sufficient for Grade 8. However, most courses in High School require a TI-84, this can also be used in MSS Maths if preferred.

- Number: indices, standard form, order of operations, estimation, significant figures, percentage application in depth, ratio and proportion.
- Algebra: solving word problems, simplifying expressions, constructing and substituting numbers into formulae, multiplying and dividing terms, multiplying brackets, solving equations, solving inequalities.
- Probability: theoretical and experimental probability, possibility space, tree diagrams.
- Geometry: angle facts, properties of: triangles, quadrilaterals and polygons, constructions.

Shape and Space: perimeter and area of compound shapes, circumference and area of circle, length of arc and area of sector, volume (cuboid, cylinder, compound shapes), surface area, transformations (rotation, reflection, enlargement, translation).

Co-ordinate Geometry: gradient and y intercept, plotting graphs from equations, equations of straight lines in the form  $y = mx + c$ .

Statistics: bar charts (double/stacked), pictograms, line graphs, pie charts, scatter diagrams and correlation, averages.

## 3 FRENCH

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### 3.1 Learning Objectives

- To develop an interest in and an enjoyment of learning a language in its cultural, historical and geographical setting.
- To allow students to gain an enthusiastic appreciation of the French language and recognise its utility for their future professional lives and for their social integration in the local community.
- To encourage their intellectual curiosity by furthering their knowledge of the vast Francophone world through special projects.
- To give each student the opportunity to use the target language for real purposes and in a variety of contexts, including everyday activities, personal and social life, the world around us and the world of work.
- To enable students to reach their full potential by placing them according to their level.
- To teach the language through the 4 skills: listening, speaking, reading and writing.
- To develop students' study skills.
- To help students build up their self-confidence by communicating in French.
- To provide a solid grammatical basis and adequate knowledge of vocabulary.
- To use context clues to interpret meaning.
- To give each student the opportunity to use the target language creatively and imaginatively.

### 3.2 Content

The programme emphasis is on the improvement of writing through teaching a solid grammatical basis and with the expectation that students should memorise spellings accurately.

The language is taught through the 4 skills (listening, speaking, reading, and writing) and students are placed according to their level.

#### 3.2.1 A1.1

This course is mandatory for students without a basic knowledge of spoken or written French and is designed to prepare the ground for further study.

## Topics

- Greetings and culture
- Class instructions
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and home town
- Clothes

## Grammar

- Nouns and gender
- Pronouns
- Regular and most common irregular verbs conjugation in the present tense
- Definite and indefinite articles
- Directions et positions
- Ordinal numbers
- Some adverbs of time and frequency
- Simple adjectives
- Sentence structure - question and answer

### 3.2.2 A1

The emphasis course is on written and oral expression to enable effective communication, despite the somewhat limited exposure to the language to date. With a consideration of aspects of the target language culture, students learn the foundations for further studies in subsequent years.

## Topics

- Daily routine
- School and afterschool activities
- Descriptions and characteristics
- Clothes and shopping
- Feelings and human body
- Food

- Family relationships
- Professions
- Likes and dislikes
- 

#### Grammar

- Enrich and reinforce basic grammar from language A1.1
- Present regular and irregular verbs
- Future
- Conditional - polite form
- More complex adjectives
- Possessive and demonstrative adjectives
- Imperative
- Partitive articles
- Prepositions

#### 3.2.3 A2.1

Students learn to produce short essays designed for various audiences and hold conversations in staged yet realistic settings. In addition, grammatical knowledge and vocabulary are expanded and elaborated in such a way that communication is facilitated.

#### Topics

- Enrich previous topics from A1
- Leisure
- Time and frequency
- Feelings
- Family and siblings

#### Grammar

- Enrich and reinforce grammar from language A1
- Recent past and progressive present
- Formal and informal address "tu" and "vous"
- Interrogative and negative sentences
- Agreement and place of the adjectives

- Reflexive verbs
- Irregular verbs in present

The following texts are used although they are subject to change from year to year.

- Zorro by Isabel Allende

### 3.2.4 A2

This course encourages the sound use of the language as well as the development of practical skills such as problem solving, teamwork and cultural awareness. Moreover, the course allows for interactive and enjoyable language learning by use of ICT and multimedia in class.

#### Topics

- School and classroom
- Outings and events
- Future plans of study, work, vacations
- Myself, my environment, my daily routine, my hobbies
- Travel and tourism
- Living in the cities and directions

#### Grammar

- Enrich and reinforce grammar from Language A2.1
- Master the present and future
- Past tenses
- Obligation and interdiction
- Link words and connectives
- Relative pronouns

### 3.2.5 B1.1

The study of high-quality texts based on literature and culture constitutes an essential component of the course. Students will have the opportunity to listen and read a range of authentic material, which will be used as a stimulus for oral expressions and written communication. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.

understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

deal with most situations likely to arise while traveling in an area where the language is spoken.

produce simple connected text on topics that are familiar or of personal interest and describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

#### Topics

- Environment and pollution
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions
- Media
- Work conditions
- Tourism and sports
- Youth culture

#### Grammar

- Enrich and reinforce grammar from language A2
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Agreement in past tenses clauses
- Duration
- Hypothesis
- Reported speech
- Introduction of subjunctive
- Passive voice
- Gerund
- Adverbs
- Connectives

The following texts are used although they are subject to change from year to year.

- Oscar et la dame rose by Eric-Emmanuel Schmitt
- A personally chosen book

### 3.2.6 B1

The study of high-quality texts based on literature and culture constitutes an essential component of the course. Students will have the opportunity to listen and read a range of authentic material, which will be used as a stimulus for oral expressions and written communication. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.

#### Topics

- Environment and pollution
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions
- Media
- Work conditions
- Tourism and sports
- Youth culture

#### Grammar

- Enrich and reinforce grammar from language B1.1
- Grammar is put into context through various drills exploiting documents as well as reporting on world events
- Agreement in past tenses clauses
- Pluperfect
- Duration
- Hypothesis
- Reported speech
- Use of subjunctive
- Passive voice
- Gerund
- Adverbs
- Connectives

The following texts are used although they are subject to change from year to year.



- Le Comte de Monte-Cristo by Alexandre Dumas
- Oscar et la dame rose by Eric-Emmanuel Schmitt
- A personally chosen book

### 3.2.7 B2.1

The study of high-quality texts based on literature and culture constitutes an essential component of the course. Students will have the opportunity to listen and read a range of authentic material, which will be used as a stimulus for oral expressions and written communication. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing. This level focuses on the effectiveness of the argumentation.

#### Topics

- Environment and pollution
- Human ingenuity
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions
- Media
- Work conditions
- Tourism and sports
- Youth culture

#### Grammar

- Enrich and reinforce grammar from language B1
- Grammar is put into context through various drills exploiting documents as well as reporting on world events
- Agreement in past tenses clauses
- Duration
- The emphasis
- The simple past
- The past infinitive
- Anteriority

- The subjunctive past
- The present and past conditional
- Hypothesis
- Reported speech
- Introduction of subjunctive
- Passive voice
- Adverbs
- Connectives

The following texts are used although they are subject to change from year to year.

- Oscar et la dame rose by Eric-Emmanuel Schmitt
- A personally chosen book

### 3.2.8 Bilingual

Literature is studied using modern and classical texts. Stress is placed on developing a deeper understanding of important themes, use of language for effect, symbolism, analysis of character motivation, author's purpose, narrator's voice and plot. Inferential comprehension is expected. Reading a wide variety of more fiction and non-fiction pieces is encouraged.

Writing focuses on more structured essays and timed writing as the year progresses. The writing process is solidified, and students are expected to use feedback constructively. Types of writing include: Persuasive, Narrative and Analysis.

Accuracy and style in writing is developed through:

- Developing strong thesis statements
- Using evidence to support claims
- Practicing using correct punctuation
- Using accurate vocabulary for effect
- Writing paragraphs (stress on form, main idea to introduce a paragraph, supporting details).
- Using dictionaries and other references
- Using correct sentence structure (avoiding run-ons and fragments)
- Varying sentence structure for effect
- Using appropriate openings/closings and transitions
- Responding effectively to different audiences
- Drafting
- Creating atmosphere/mood by various descriptive devices, not mere statements.

Oral work includes the presentation of written work to the class/group, prepared debates, pre-writing discussion, prepared dialogues or interviews.

The following texts are used although they are subject to change from year to year.

- Oscar et la dame rose by Eric-Emmanuel Schmitt
- L'enfant by Jules Vales
- L'histoire d'Helen Keller by Lorena Hickok
- Toine et autres contes by Guy de Maupassant
- La Vénus d'Ille by Prosper Mérimée
- One independently selected book to read for pleasure per marking period

## 4 HOMEROOM

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### 4.1 Learning Objectives

- To support students in all areas of development: academic, social, organizational, and personal responsibility.
- To encourage students to set achievable goals, through Personal Learning Plans.
- To give students time to reflect on their learning, through the IMYC, through the accumulation of a student portfolio, and in preparation for the Student-led Conference at the end of the year.
- To strengthen school spirit through regular homeroom time, grade-level assemblies, and Honor Roll assemblies.

### 4.2 Content

- Mindfulness
- Addiction
- Digital citizenship
- Healthy romantic relationships
- Study skills

## 5 MODERN AND FOREIGN LANGUAGE

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German A2.1, Italian A1.1\*, A1\*, A2.1, Spanish A1.1\*, A1\*, A2.1

\*A1.1 curriculum described in the Grade 6 curriculum guide

\*A1 curriculum described in the Grade 7 curriculum guide

### 5.1 Learning Objectives

- To develop an interest in, and an enjoyment of, discovering a new language in its cultural, historical and geographical setting.
- To give each student the opportunity to use the target language creatively and imaginatively.
- To encourage intellectual curiosity by furthering their knowledge of the target language culture through special projects, travel and authentic resources.
- To give each student the opportunity to use the target language for real purposes and in a variety of contexts, including everyday activities, personal and social life, the world around us, the world of work and the international world.
- To provide a solid grammatical basis and adequate range of vocabulary.
- To encourage students to develop various language skills (correct pronunciation and intonation, asking and answering questions, initiating and developing conversations).
- To help students to build up their self-confidence in communicating in a foreign language.

### 5.2 Content

#### Topics

- Illness
- Hobbies sports and music
- Vegetables, fruits
- Three meals a day
- Eating Out
- House and Furniture
- Neighbourhood

#### Grammar

- Enriching and reinforcing grammar from level A1

- Comparative and superlative adjectives
- Verbs
- Particles
- Conjunctions
- Complex sentence structure

## 6 SCIENCE

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### 6.1 Experimental Sciences

#### 6.1.1 Learning Objectives

- To encourage students to be curious and inquisitive, to gain knowledge about the world around them.
- To develop ideas through experimentation and modelling.
- To evaluate evidence and encourage critical and creative thought.
- To learn how knowledge and understanding in different topics from Biology, Chemistry and Physics are rooted in evidence.
- To encourage students to solve problems and make informed decisions in different situations.
- To establish greater awareness of health issues and the environment, supporting students to become successful learners and contributing to their development in becoming responsible citizens.

#### 6.1.2 Content

- Environmental issues
- Plants and photosynthesis
- Air and metals
- Speed and forces
- Sexual reproduction - the transmission of life in humans
- Energy and electricity

## 6.2 Computer Science

### 6.2.1 Learning Objectives

To demonstrate dispositions amenable to open-ended problem solving and programming (e.g. comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity).

To implement problem solutions using a programming language.

To identify responsible and ethical technology use.

To create algorithms, or series of ordered steps, to solve problems.

To work cooperatively and collaboratively with peers, teachers, experts, and others.

### 6.2.2 Content

Using online programmes and interactive materials with computers and/or iPads students cover basic skills in:

- Computational thinking
- Computing practice and programming
- Programming skills
- Computers and communication devices
- Community, global, and ethical impacts
- Collaboration

## 7 HUMANITIES

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### 7.1 History

#### 7.1.1 Learning Objectives

- To develop an understanding of how history, geography and society play their part in the shaping of a community.
- To stimulate an interest in and an enthusiasm for the past and to appreciate its importance.
- To make clear how civilisations have developed by sharing ideas and finding ways to live together and to emphasise the results of intolerance between one group and another.
- To lay the foundations for the chronological study of history.
- To generate an understanding of the importance of the legacy of the past and its importance in modern times.
- To stimulate a critical and imaginative response to historical sources.
- To make clear the close relationship between geography, the environment and the history of humankind.
- To explore critically the causal relationship between events.
- To develop the students' ability to appreciate the difference between fact and opinion and to understand that written sources are rarely objective.
- To develop the reading and writing skills expected of students at this level.

#### 7.1.2 Content

- The Renaissance (continued from Grade 7)
- The Age of Exploration
- Reformation/counter-reformation
- Absolutism & the construction of the nation state
- Age of Enlightenment
- Revolution: France, USA



## 7.2 Geography

### 7.2.1 Learning Objectives

- To develop an understanding of our world, both natural and human.
- To develop an understanding of how history, geography and society play their part in the shaping of a community.
- To be aware of current events.
- To stimulate a critical and imaginative response to geographical sources.
- To make clear the close relationship between geography and the environment.
- To explore critically the causal relationship between natural and man-made events.
- To carry out field work and analyse results.
- To develop the students' ability to appreciate the difference between fact and opinion and to understand that written sources are rarely objective.
- To build a knowledge of detailed examples and case studies.
- To develop the reading and writing skills expected of students at this level.

### 7.2.2 Content

- The rock cycle, weathering and erosion
- Plate tectonics and earthquakes/volcanoes
- Development
- Globalisation, global trade and an introduction to economics
- Superpowers – (case studies of Russia, USA, China)
- The Middle East

## 8 PERFORMING ARTS

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### 8.1 Drama

#### 8.1.1 Learning Objectives

##### Personal Development

- To elaborate positive self-esteem and self-discipline, acquiring confidence and strengthening concentration.
- To develop voice, posture, stage presence, and an understanding of the stage.
- To give each student the opportunity to realise his/her potential in the dramatic experience.
- To develop talent while increasing the students' ability to use their imagination and their creative talents.
- To increase the students' ability to analyse, master and express their emotions.

##### Interpersonal Development

- To develop an aptitude to work in a constructive and efficient way in a group.
- To understand, accept and respect others and their rights, opinions and differences.
- To encourage students to take responsibility for themselves, to show responsibility and respect for others, and to understand the importance of working together.
- To work on a long-term project, with a performance involving students in other activities concerned with drama such as making props, publicity, make-up, choreography, costumes and music.
- To give and accept constructive advice from the group.

#### 8.1.2 Content

Students work on improvisation, teamwork and performance techniques. Voice projection, comic timing and the creating of atmospheres will all be covered, leading to a team project which involves the whole group.

The play chosen for the performance should mirror a piece of literature studied in English class (e.g. shortened Shakespeare plays or stage adaptations of books on the curriculum). Students also work with the counselling department to compose skits on issues pertaining to interpersonal relationships (bullying, friendship, acceptance, racism etc.) with the goal of developing student collaborative skills and creativity. Students will also explore the Core Works of the Drama Juilliard Creative Classroom.

### 8.2 Music

### 8.2.1 Learning Objectives

- To develop in all students the skills, knowledge and understanding of music in order for them to become proficient performers, composers and active listeners.
- To give each student the opportunity to realise their full potential in their music experience and to promote talent.
- To develop musical skills.
- To develop and train the voice.
- To involve students in music concerts and recitals both in groups and individually.
- To be able to discern and explain different musical styles in their historic context.
- To support musical improvisation by playing and singing.
- To encourage students to take responsibility for themselves, to show responsibility, cooperation and respect for others.

### 8.2.2 Content

The Music programme incorporates materials from the Juilliard Creative Curriculum that integrate practical skills of performance and composition with those of listening and theory. In line with Juilliard principles, all students will learn to play the keyboard in order to develop skills with which to better explore and understand music.

Students will learn the techniques of keyboard playing which will also facilitate their understanding of music theory. The keyboard course is completely differentiated and students progress at an appropriate pace for the individual. Each student is set individually discussed targets each marking period and it is expected that adequate practice is completed at home between lessons in order to achieve these targets.

Students will develop their creative work. Concepts covered, using Juilliard core works, are:

- Chords – dissonance
- The Blues
- Song writing

## 9 VISUAL ARTS

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Middle School Art is a sequential program. Projects involve the study of different forms of artistic creation in a variety of cultural and historical contexts. Each unit of investigation focuses on relevant new vocabulary and includes higher-order thinking questions to stimulate and encourage understanding and appreciation of the subject. All projects are based on the elements and principles of art and become increasingly complex as they progress.

### 9.1 Learning Objectives

- To give all students the opportunity to realise their potential in the visual arts experience.
- To promote critical and creative thinking through problem-solving and concept-based learning.
- To promote communication (verbal and non-verbal), collaboration and empathy.
- To teach the creative skills needed to develop visual perception.
- To enable students to express themselves emotively through art.
- To record from observation and promote mindfulness.
- To design and create art and artefacts.
- To develop an understanding and lifelong enjoyment of art by encouraging investigation of a wide range of artists, genres and cultures.
- To guide students in making natural connections to other subject areas.
- To introduce a variety of artistic techniques and consolidate knowledge and understanding.
- To draw from observation.
- To study portraiture using a variety of techniques and media.
- To develop an appreciation of abstraction and expression in art.
- To develop students' personal response to specific themes, with reference to different cultures, applying various techniques, including three dimensional projects, all within the horizontal curriculum of the IMYC.

### 9.2 Content

#### I. First period of notation

Values and observational drawing:

- Drawing an form object.
- Developing the graphite pencil technique.
- Use proportions and accuracy of shape to reproduce objects precisely.

- Rendering different values and cast shadows to reflect light, form and texture, using a variety of lines, hatchings and gradations, with different media.

Analysis of artwork, art history and discovery of abstract art:

- Observe, analyse and understand how artists use the elements of art to create an abstract composition.
- Discover the abstract art movement and research artists
- Develop the mix-media technique with watercolour and other media.:

## II. Second period of notation

Portraiture :

- Discover the "portrait" genre,
- Highlight the proportions and main landmarks of the face after observation.
- Learn to draw the different face features.
- Develop the values, according to the direction of the light and the shadows to render the forms.
- Draw a portrait using values and proportions.

Ceramics and modelling:

- Learn about the different processes involved in ceramics, including modelling, glazing and firing.
- Develop and master pinch-pot modelling technique and the basic technique of collage,
- Create different textures using a variety of tools.
- Expand their artistic and technical vocabulary.
- Create a decorative artefact.

## Assessments

Formative (oral and/or written feedback) and summative assessments for each project developed during the year, based on skills, knowledge and understanding of the concepts studied.

## 10 PHYSICAL EDUCATION

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### 10.1 Learning objectives

- To promote physical activity and competition to help our students become happy members of a healthy and harmonious society.
- To encourage our students to pursue their interests and to have positive experiences that will lead to a healthy and life-long participation in physical activities.
- To assure the development of a level of physical fitness that will allow our students to lead a healthy and active lifestyle.
- To improve motor skills to enable our students to participate in a broad and balanced range of physical activities.
- To develop knowledge, understanding and appreciation of physical activities and sports that will lead to life-long participation.
- To develop character and personality, the capacity to be cooperative, perseverant and combative yet respectful of others and of the rules.
- To develop self-esteem and to have positive personal experiences through physical activities.
- To foster and develop appreciation and respect for cultural diversity, for the well-being of the school establishment and society in general.
- To assist in the development of a relevant relationship between experiences in physical education and knowledge acquired in other areas of the school curriculum, notably in the teaching of health, hygiene and physiology subjects.
- To maintain a connection between Physical Education and other school subjects and aspects of the life.

### 10.2 Content

All lessons begin with a warm-up / fitness segment during which exercises incorporating flexibility, strength-building, coordination and endurance are performed. Explanations of basic exercise physiology, general health, nutrition, sportsmanship and rules are discussed throughout our curriculum.

#### Ongoing: Physical Conditioning

- Low impact challenges covering a wide range of aspects of fitness.
- A range of training techniques are employed including circuit training, endurance exercises and an introduction to interval work.
- A development of all physical aspects through different games.

- The Panthers Fitness Challenge includes 12 different fitness challenges performed throughout the year with the top 10 students being celebrated on the leader board.

#### Week 1 – 6: Soccer

- Skill development / improvement: passing, dribbling, defending, ball control.
- Team play: rules, etiquette, principles of play, positional play, tactics, fast breaks.
- Small-sided games.
- Section is concluded with a skills / knowledge of the game test and house tournament.

#### Week 7: The CDL Mile

Students are required to run a mile in our beautiful Concha garden. Emphasis is put on achieving a personal best, appreciating feeling of accomplishment on completion and giving a chance to improve older scores from previous years. This is one of the 12 aforementioned “Panthers Fitness Challenges”.

#### Week 8 – 11: Floor Hockey

- Skill development / improvement: Dribbling, passing, defending, shooting.
- Team play: rules (emphasis on safety), etiquette, principles of play, structures and strategies.
- Small-sided and normal full court games.
- Section is concluded with a skills / knowledge of the game test and house tournament.

#### Week 12 – 15: Basketball

- Skill development: passing, dribbling strong and weak hand, shooting (lay-up & jump shot) pivoting, jump stop, rebounding, defensive play.
- Team play: rules, defence, fast break, offense fundamentals.
- Games: three on three (half court) & five on five (full court).
- Section is concluded with skills / knowledge of the game test and tournament.

#### Week 16 – 20: Gymnastics

- Floor: Rolling, inversion, flight, balance.

- Mini tramp and box: Controlled jumps, tuck / straddle / pike, dive rolls and somersaults for the more advanced students.
- Balance beam: Fluid movement and balance.
- Students are required to harness their own creativity and design their own personal routine on the floor and balance beam.
- Section is completed with an assessment on the three apparatus set-ups.
- The best performing students qualify to compete in our annual gymnastics gala.

#### Week 21: The 1500m run

Students are required to run 1500m at the local athletics track. Emphasis is put on achieving a personal best, appreciating feeling of accomplishment on completion and giving a chance to improve older scores from previous years. This is also one of the 12 aforementioned "Panthers Fitness Challenges".

#### Week 22 - 25: Volleyball

- Skills development: passing, reception, service, smash, block.
- Team play: rules, principles of play, rotation.
- Small-sided and normal official games.
- Section is concluded with skills test and tournament.

#### Week 26 - 29: Track & Field

- Improvement of the basic technique: high jump, long jump, ball throw, sprinting, relays.
- Rules of competition, official track and field events, basic history.
- Section is concluded taking scores of all the events and the track & field sports day at the local running track.
- The best performers at the sports day are invited to participate in the local and ultimately national "UBS Kids Cup".
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#### Week 30 - 32: Racquet discovery (Badminton / Tennis / Table Tennis)

- A very basic introduction to racquet sports.
- Emphasis on grip and different shot techniques.
- Students are encouraged to consider joining local clubs if they enjoy the activity.



Week 33 - 36: US Games (Softball / Ultimate Frisbee / Flag Football)

- Skill development / improvement: catching, throwing, batting.
- Team play: Safety, advance rules and tactics, principles of play.