

YEAR 8

Curriculum Outline

2009/10



King's College
The British School of Alicante

Year 8 Curriculum 2009/10

Enclosed in this booklet are the curriculum outlines for Year 8. It is intended to inform you of the content of the Curriculum followed by your son/daughter.

The British School of Alicante has a Curriculum which fulfils the requirements of the U.K. Curriculum as well as the compulsory elements of the Spanish LOGSE Curriculum.

Subject	Nº of Sessions	Teacher
English	5	Mrs. Bowers / Mr. Slater
Maths	5	Mr. Wall / Mr. Panter
Science	5	Mrs. Collingwood / Mr. Roberts / Mr. Thomas / Mr. Smith / Sra. Vila
Geography	2	Mrs. Turton
History	2	Mr. Birrel
ICT	2	Mrs. Collingwood / Mr. Smith
Art	2	Miss Parry
French	2	Mme. Maire / Mr. Thomas
Music	2	Miss Archibald
Drama	1	Miss Welsch
PE	3	Mrs. Goode / Mr. Nutter
Lengua / Spanish	4	Sr. Esteban / Sra. Guió / Sra. Castro
Ciencias Sociales	2	Sr. Francisco
Valenciano	2	Sra. Guio
PSHE	1	Miss Welsch / Sra. Guió
	40	

English

Introduction & Aims

Students are assessed upon three attainment targets outlined in the National Curriculum:

- Writing
- Reading
- Speaking, Listening, Group Discussion and Interaction and Drama.

Year 8 pupils will read three novels, two plays, a range of poems and some non-fiction & media texts. They will complete three key pieces which include a short story, a discursive essay and a literature essay. They will also write for other purposes and audiences, including letters (formal and informal), articles, speeches, reviews, reports, leaflets, diary entries, summaries and scripts. These tasks also frequently test their reading skills since they are often directly linked to the texts they are studying.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Students will read "Holes" or "Abela" or "Brother in the Land" and the play either "Macbeth" or "Goggle Eyes".

Pupils will use these texts to write for a range of purposes and audiences.

These texts will also be used to produce one of the key annual writing tasks: narrative, discursive and literature essays.

Pupils will also complete a short Media/ Non-fiction unit.

TERM 2

Students will read the novel(s) they have not yet studied and the other play.

Plays will not only be read and analysed, but also be used in drama work within the class.

Pupils will have the opportunity to produce a range of writing activities, including another of the key annual writing tasks

TERM 3

Students will study a variety of poetry selected from Units 4 - 6 in 'Developing Poetry Skills' and other sources.

Students will study a variety of poetry styles, but focus on ballads. They will experiment with language and rhyme patterns when writing their own poetry.

In this term pupils will also sit an end of year examination. This exam, however, will not test their understanding of the texts covered, but will rely on previously unseen material.

Assessment Information

Students are assessed using the school's marking policy. Their written work is continually assessed throughout the year; out of 10. Students achieve merits for work of a high standard. The correcting, rewriting, recording, learning and regular review of their work is an integral part of the English course.

Other Information

Pupils and parents must also realise the importance of reinforcing their English outside the school through reading, through television and film and through speaking, for example.

Mathematics

Introduction & Aims

The work is based on the formula one maths B1 and B2 text books, worksheets and tests. This is all based on the national curriculum.

The Formula One scheme helps develop a positive attitude towards mathematics and its uses. The school aims for every student to make progress in the understanding and application of mathematical concepts and therefore improve confidence in the subject.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Coordinates
Straightline graphs
Number skills
Decimals
Fractions
Angles
Constructions
Negative numbers
Prime factors
Variables (Algebra)
Equations
Shape
Measures

TERM 2

Probability
Number patterns
Symmetry
Transformations
Percentages
Converting units
Displaying data
Surveys (including coursework)
Ratio and proportion
Fractions

TERM 3

Formulae
Using a calculator
Investigations

Revision and exams

Assessment Information

Students will be continually assessed and support given when needed.

Formal assessment will be at the end of each topic and then finally at the end of the year.

Other Information

A full mathematical set is required including compasses, a protractor, ruler and pencil.

A scientific calculator is required.

Science

Introduction & Aims

At key stage 3 science offers opportunities for pupils to:

- build on their scientific knowledge and understanding from year 7 and make connections between different areas of science;
- use scientific ideas and models to explain phenomena and events;
- understand a range of familiar applications of science;
- carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;
- communicate what they did and its significance;

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Unit 8A. Food and digestion
Unit 8B. Respiration
Unit 8C. Microbes and disease
Unit 8D. Ecological relationships
Unit 8E. Atoms and elements

TERM 2

Unit 8F. Compounds and mixtures
Unit 8G. Rocks and weathering
Unit 8H. The rock cycle
Unit 8I. Heating and cooling
Unit 8J. Magnets and electromagnets

TERM 3

Unit 8K. Light
Unit 8L. Sound and hearing

Assessment Information

The three assessment objectives in science are:

1. Knowledge with understanding
2. Handling information and problem solving
3. Experimental skills and investigations

Other Information

Pupils should appreciate that a school science classroom is also a laboratory. The safety rules and guidelines **MUST** always be followed. This helps to avoid accidents and the possibility of serious injury.

Independent revision is very important and must be thoroughly planned.

Geography

Introduction & Aims

In Year 8, the pupils follow the QCA requirements for Geography. Their main resource is book 2 of the Oxford geography series. They develop skills in analysis of data, interpretation of maps and photographs, mathematical techniques, especially in work on graphs, as well as drawing skills, particularly in map making. There is also scope for ICT work. They will cover work in Physical and Human geography.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Unit 1. Coasts

Unit 2. Weather.

Unit 3. Ecosystems.

TERM 2

Unit 4. People and Resources

Unit 5. Energy a Key Resource

TERM 3

Unit 6. Crime.

Unit 7. Oi Brasil!

Assessment Information

Students are continually assessed by their teacher. Each week a homework is set and the marks are used with tests and the summer examination to give a grade which is entered on their reports. This examination will examine a wide range of skills.

Other Information

Please check the homework diary regularly for comments by the teacher, so as to follow your son or daughter's progress.

History

Introduction & Aims

History in year 8 will provide pupils with historical skills, allowing them to begin to understand and interpret the past. Pupils will understand why it is important to learn history and begin to identify the relevance of learning about the past.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Making of the United Kingdom

Pupils will study the major changes which took place throughout British History - 1500-1700.

They will look at at the different Tudor Monarchs and ordinary life in Elizabethan times.

TERM 2

The English Civil War

Pupils will study the causes and consequences of the Civil War and analyse how it is relevant to how Britain is governed in today's society

TERM 3

Black Peoples of the Americas

Pupils will study slavery, civil war and the civil rights movement.

Assessment Information

There will be constant assessment and feedback by the classroom teacher. After each topic there will be an assessment in the form of exam, essays or source work analysis and interpretation.

Other Information

Pupils will be responsible for school textbooks which will be provided for homework and revision purposes.

Information Technology

Introduction & Aims

In Year 8 students build on the skills acquired in Year 7 and will be expected to start producing some high quality projects using a variety of different applications. Not only will students start to learn how to improve their graphic design skills, they will apply this knowledge and start to enter the exciting world of web design

ICT offers opportunities for pupils to:

- prepare themselves for participation in a rapidly changing world where activities are increasingly transformed to ICT;
- develop initiative and independent learning skills;
- gain rapid access to ideas and experiences from a wide range of people, communities and cultures.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

UNIT 1 - PUBLISHING ON THE WEB

Students will learn how to produce basic web sites. Starting with HTML and moving on to Macromedia Dreamweaver - professional web design software. They will work in pairs to produce a new school web site.

UNIT 2 - GAMESHOW DESIGNER

In this unit students will produce a game show based around the popular 'Who wants to be a Millionaire?' model. They will need to use the internet to research their gameshow and produce an interactive, standalone application using Microsoft Powerpoint.

TERM 2

UNIT 3 - GLOBAL FILMS

Students take on the role of marketing and advertising executive for Global Film Productions and undertake a variety of tasks in this consolidation project. Students will be expected to produce everything from the television advertisement to the invites to the film's premiere.

Students will use all of the Microsoft and Macromedia suite of products to complete the 10 tasks

TERM 3

UNIT 4 - PERSONAL WEBSITE

Students develop the skills learnt in Unit 1 and the graphic design skills acquired in Unit 3 to produce a website on a topic of their choice.

Students will be expected to produce planning documentation to support their designs and will use Macromedia Fireworks and Macromedia Dreamweaver to complete this unit.

Assessment Information

Students are continually assessed by the classroom teacher. After every unit students are required to perform a self assessment and are encouraged to critically evaluate their own work - thinking of areas in which they have performed very well and areas where they could make improvements.

Other Information

Before being allowed to use Internet facilities students and parents must sign the Code of Conduct for Internet use which can be found in their homework diaries. Any students misusing the ICT facilities may have their access to the ICT suite withdrawn.

DRAMA

AIMS AND OBJECTIVES

Whether studied as a subject in its own right or used as a learning medium across the curriculum, drama makes an important contribution to pupils' progress in school. At all levels, pupils' experience of drama in schools is likely to be enhanced by contact with drama and theatre.

The aims of the Drama Department at the British School of Alicante are:

- to teach the subject at the all three key stages
- to contribute to the general life of the school
- to project the school outside its own site into the community

The objectives are

- to enable the students to develop personally and artistically by such methods as individual and group work, by co-operating actively with their peers, to encourage confidence by performing and presenting their work, and to improve their critical abilities by analysing their own and others' work
- to teach specific drama skills, techniques and vocabulary particularly at Key Stage Three so that they have a solid basis of knowledge and expertise
- to offer extra-curricular opportunities in Drama, such as School plays, and a Drama Club
- to work closely with other departments to offer opportunities for cross-curricular work
- A long term aim is to endeavour is to offer Drama GCSE and trips to see theatre productions outside of school

THE DRAMA CURRICULUM

Drama is not included in the statutory National Curriculum. Most schools and Drama Teachers adopt the curriculum as outlined by the Arts Council's "Drama in Schools" publication; the British School of Alicante is no exception. The Drama Curriculum is divided into three areas: -

- **DEVISING DRAMA.** The creative process; generating and shaping dramatic forms in order to explore and express ideas, working collaboratively, responding to other's ideas, and initiating ideas of ones' own. (Sometimes called "Creating Drama" or "The process")
- **PERFORMING DRAMA.** Engaging and communicating with an audience in a dramatic presentation. (Sometimes called "The Product")
- **RESPONDING TO AND EVALUATING DRAMA.** Expressing understanding, discernment and appreciation of drama in all its forms.

KEY DRAMA FOCUS AT EACH LEVEL

	Term 1 (skills)	Term 2 (genre/style)	Term 3 (script)
Year 7	<u>Initial performance skills</u> <ul style="list-style-type: none"> · Performance skills (focus, body language, facial expressions, audience awareness, eye line) · Freeze Frames · Mime · Using ideas from 'Harry Potter' 	<u>The Tempest (skills)</u> <ul style="list-style-type: none"> · Conveying a role · Status · Role play · Voice · Soundscapes · Tension 	<u>Working with Script</u> <ul style="list-style-type: none"> · Using forty short plays · Process of using a script (who, what, when, blocking, polishing) · Hot Seating ·
Year 8	<u>Storytelling</u> <ul style="list-style-type: none"> · Spontaneous improvisation · Improvisation into devising · Narration · Marking the Moment · Thought tracking 	<u>Commedia dell'Arte</u> <ul style="list-style-type: none"> · Stock Characters · Physicality · exaggeration · Timing · Comedy 	<u>The Witches/ Tulip Touch</u> <ul style="list-style-type: none"> · Staging - Cross Cutting · Character research · Performing an extract · Physicalising a Character
Year 9	<u>Realising a script</u> <ul style="list-style-type: none"> · Characterisation · Blocking · Different text material <ul style="list-style-type: none"> - The Dumb Waiter - Gender - Romeo and Juliet · Atmosphere, Tension, pauses · Subtext 	<u>Lord of the Flies</u> <ul style="list-style-type: none"> · Improvisation · Characterisation · Proxemics · Monologue · Status · All the skills from realising a script 	<u>Devising</u> <ul style="list-style-type: none"> · Using stimulus Purpose of theatre · Devising for an audience · Process of devising

Music

Introduction & Aims

Year 8 students will continue to build on the skills that have been learnt in Year 7 and will continue to focus on the creative and practical.

- We will identify and build on the strengths of each students
- We will develop existing skills and interests
- We will offer new experiences in the arts
- We will foster self-confidence, self-discipline and responsibility
- We will ensure success in music for all students
- We will encourage creativity in all students
- We will value all students equally

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Unit 1 Theme and Variation

Students will be studying the techniques used in Theme and Variation and will be doing their own compositions in small groups.

Unit 2 Writing a Variation

In small groups students will do their own variation of a song of their choice.

TERM 2

Unit 3 African Music

Students will be looking at African music. They will be doing a lot of practical work on the instruments and will be learning the typical techniques used in African music. They will be composing and recording their own African composition.

Unit 4 The Blues

Students will be studying the origins of blues music and writing a composition based on the 12 bar blues.

TERM 3

Unit 5 Singing Skills

Students will be developing their singing skills and will be exploring a variety of ways the voice can be used.

Unit 6 Writing a Pop Song

Students will be looking at how to form a pop song and will be writing their own which they will perform at the end of the module.

Assessment Information

Each module is assessed through peer, self and teacher assessment.

Practical and performance work will be recorded and then leveled by students and the teacher.

Subject reports will be based on effort and the attainment achieved in each unit listed above.

Other Information

The work covered in Years 7 to 9 will focus on the new creative curriculum and will encourage students to explore new areas of music and to develop their skills.

Art and Design

Introduction & Aims

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Art and Design is a foundation subject in the National Curriculum. At the British School of Alicante we use the national scheme of work as the basis for our curriculum planning in Art and Design. We have adapted the national scheme to the local circumstances of our school.

In Year 8 students will have the opportunity to use many different processes, techniques and applications. Three units/projects are covered throughout the whole year.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

MOSAICS

Students are going to focus on researching an artist relevant to their culture and new techniques. They will develop drawing skills and observational skills then transfer these skills into making mosaics and 3D models.

The students will focus on one main artist - Gaudi, giving them a good knowledge on how to use the mosaic technique. Through looking at Gaudi the students will improve analytical, research and critical skills

- Observational drawings/enlargements
- Gaudi
- Emphasis on mosaics and clay work

TERM 2

ABORIGINAL ART

Students will explore new cultures and painting techniques. They will develop drawing skills and observational then progress onto painting skills.

The students will be introduced to new artists from specific cultures and artists that use benday dots in their work. Through looking at the artists they will improve research and analytical and critical skills

- Links to Geography
- Emphasis on 2D /design work and painting

TERM 3

SWEETS

Students are going to focus on colour, using colour theory skills they have learnt in previous projects. They will develop new technical skills in polystyrene printing linking this with their colour work.

The students will be introduced to a new artist Hundertwasser and will use his work as an influence to create their own personal responses. Through looking at the artist they will improve primary research, analytical and critical skills

- . Emphasis on printing and colour theory
- . Primary research skills

Assessment Information

Students are assessed whilst observing them during lessons. Continuous assessment of sketch books with a written comment allows students to see where they need to make improvements. Self and peer evaluation is also encouraged, all students should be able to critically evaluate their own work and others.

Student Responsibilities

To follow the Art room rules at all times.
To have basic Art equipment both for classwork and for homework.
(Pen, pencil, ruler, rubber, sharpener and coloured pencils)
To always bring their sketchbook to their lessons.

French

Introduction & Aims

French offers opportunities for pupils to:

- become increasingly familiar with the sounds, written form and grammar of a modern foreign language;
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so that they become increasingly independent learners and users of French;
- use French as the principal means of communication within the classroom, and beyond it where opportunities exist;
- increase their cultural awareness by learning about French-speaking countries and their peoples, and by working with materials from those countries

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

1. Grammar: verbs, adjectives, prepositions, infinitive
2. Questions/Long answers
3. The time
4. routine and helping round the house
6. Hobbies (games, sports, musical instruments), to play/like/dislike

TERM 2

1. Europe: countries, nationalities
3. The weather
4. High numbers/ 1st, 2nd, 3rd..
5. French-speaking countries
6. My school: subjects, teachers, timetable, schools in France...

TERM 3

- 1 Next to, behind, opposite...
- 2.. Shops, to sell, to buy
3. Paris
- 4.. Road signs

Assessment Information

Students are continually assessed by the teacher. Assessment is based on 4 criteria: Speaking (debate, answer questions or make exposés), Listening (fill in gaps according to tapes), Reading (read a text or article and answer questions) and Writing (write on a topic defined by the teacher-in class or at home)

Other Information

It is recommended that students read French comics or magazines at home. A dictionary is also very useful for them to do their homework.

Physical Education

Introduction & Aims

In Year 8 Students will continue to experience a range of activities and build upon the appropriate skills and techniques learnt in Year 7. They will develop their understanding further of what makes an effective performance and how to apply these principles to their own and others' work.

Some of the more able pupils will learn to take the initiative and make decisions for themselves about what to do to improve performance.

Students will continue to identify the types of activity they prefer, and pupils will have the opportunity to take a variety of roles, such as leader and official.

Increased knowledge and understanding of health and fitness and the activities that are associated with its various components are developed by the students.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Across a range of activities students will be introduced to new techniques whilst developing their existing skills further. Practice situations, conditioned games and full games will be employed to assist this process. A greater understanding of rules and tactics will be developed.

BADMINTON, SOFTBALL

HOCKEY , BASKETBALL

FITNESS -Students will undertake a number of fitness tests that focus on a range of different components.

TERM 2

FOOTBALL, NETBALL

ATHLETICS, FITNESS

FITNESS - Students will be re-tested in the tests undertaken in Term 1 to assess improvements. Tests include both health related and skill related fitness.

TERM 3

BADMINTON, CRICKET

TENNIS, TABLE TENNIS

Assessment Information

Continuous assessment is made by the teachers and this information is often verbally relayed to the students in terms of praise and areas for improvement. The tests undertaken in the fitness unit provide further objective assessment. A grade for effort and achievement is also provided at the end of each term.

Other Information

Student responsibilities

Appropriate P.E. kit as outlined in the handbook is required. Students must also heed and follow the teacher's instructions, particularly in terms of health and safety.

A house system exists in which students are given the opportunity to compete in the activities outlined above.

PSHE

Introduction & Aims

In Year 8, the pupils have one lesson per week. This lesson is used to check homework diaries, review pupils' progress, attend class or school assemblies or study a variety of PSHE topics.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

During each term, the following topics will be covered.

Friendship, giving and receiving support.

TERM 2

Problem solving and anti-bullying strategies.

TERM 3

A sample of world religions

Assessment Information

This subject is not assessed, it intends to develop a wide range of skills and essential knowledge for our pupils

Other Information

Please check the homework diary regularly for comments by the teacher. This is very important to your child's development.

Lengua y Literatura

Introduction & Aims

Los objetivos principales de este curso son:

comprender y producir discursos orales y escritos con propiedad y autonomía, reflexionando sobre los procesos implicados en su uso.

Conocer y usar en las propias producciones las normas lingüísticas, con especial atención a las ortográficas.

Obtener y seleccionar información utilizando fuentes apropiadas de forma autónoma.

Reconocer y analizar los elementos y características de los medios de comunicación, desarrollando actitudes críticas ante sus mensajes.

Interpretar y producir textos literarios y de intención literaria, desde posturas personales críticas y creativas.

Conocer y analizar las unidades y los mecanismos de la lengua en sus diferentes planos formales.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Elementos de la comunicación
Dialectos y hablas
Fonética y ortografía
Acentuación y puntuación
Norma culta de la lengua, morfología y léxico
Técnicas de trabajo: análisis
Introducción a los géneros literarios.

TERM 2

Comprensión y producción de textos narrativos
Características de las variantes geográficas del castellano
Clases de palabras
Estructura de la oración simple
La concordancia
Técnicas: la síntesis
Análisis de los géneros literarios

TERM 3

Comprensión y producción de textos descriptivos y conversacionales
Mapa de las lenguas en España
El léxico
Estructura de la palabra
El lenguaje literario
Recursos lingüísticos más importantes

Assessment Information

Exámenes parciales después de cada tema impartido.

Exámenes trimestrales y final de curso.

Presentaciones y proyectos individuales y grupales.

Los/as alumnos/as serán evaluados en su participación en clase y esfuerzo.

La evaluación de todo el proceso será formativa y sumativa.

Other Information

Spanish Foreign Language

Introduction & Aims

Year 8 pupils continue to develop their sophistication in the language moving through the tenses. Pupils will develop their oral and aural abilities through group and individual activities, presentations, games and situational play. There will be an introduction to some high level grammatical features as featured in the 'Lengua' course for native Spanish users. Language study falls broadly into the following categories: Lexis, Grammar, Functions, Phonetics, Cultural Awareness.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Nuevos Amigos -
Revision of introductions, everyday language, forms of address

En Clase - Revision of classroom rubric and exam instructions in target language.

La Familia -
Describing the family unit in detail

¿Cómo es dónde vives? -
Discussing / describing the home.

Vamos al insti -
Describing places of study, academic preferences

Navidad en España -
Traditions, cultural interest

TERM 2

Los Ratos Libres -
Making arrangements, discussing alternatives and preferences

La Rutina -
Use of reflexives in routine contexts

Comer fuera -
Eating in restaurants, reading menus, discussing gastronomy of Spain.

¡A Comprar! -
Shopping for food, clothes, gifts

La Salud -
Going to the doctor, discussing health issues

TERM 3

Exam techniques
Revision sessions

Grammar workshops

¿Qué hiciste? -
¿Qué hacías?
Using multiple past tenses to narrate and describe past events

¡Bienvenidos! -
Functional language
Expressing thanks, offering apologies, giving explanations

Review and extension where necessary in preparation for end of year exam

Assessment Information

Small tests at the end of each unit of work.
End of term exams at the end of terms 1 and 2.
Final end of year exam at the end of term 3.
Continual oral assessment.
Pupils are assessed on effort as well as on attainment.

Other Information

In order for the pupil to fully take advantage of the study of Spanish, it is important that there is exposure to the language outside of the classroom. All pupils are expected to make use of the resources surrounding him or her such as TV, radio, magazines, internet and use Spanish socially.

C. C. Sociales

Introduction & Aims

En este curso, correspondiente a 1º de E.S.O la materia se ocupa de la prehistoria y la historia antigua, haciendo hincapié en la realidad española.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

UNIDAD 1: LA PREHISTORIA
UNIDAD 2: EL ANTIGUO EGIPTO
UNIDAD 3: LA ANTIGUA GRECIA
UNIDAD 4: MESOPOTAMIA

TERM 2

UNIDAD 5: CONQUISTAS DE PUEBLOS COLONIZADORES
UNIDAD 6: ROMA DURANTE LA MONARQUÍA Y LA REPÚBLICA.

TERM 3

UNIDAD 7: EL IMPERIO ROMANO. LA HISPANIA ROMANA
UNIDAD 8: LA PENÍNSULA IBÉRICA DURANTE LA EDAD ANTIGUA

Assessment Information

Tanto el trabajo en el aula como la aptitud serán evaluados de forma continua por el profesor. Del mismo modo se realizarán controles de conocimientos al final de cada unidad y un examen al término de cada evaluación (term)

Other Information

Valenciano

Introduction & Aims

L'ensenyament de la llengua i de la literatura en l'etapa d'Educació Secundària Obligatòria tindrà com a objectiu contribuir a desenvolupar en l'alumnat les capacitats següents i això sí té a veure amb un programa integrat en l'estudi construït sobre les quatre habilitats lingüístiques bàsiques: comprensió oral, expressió oral, comprensió lectora i expressió escrita.

What will pupils study?

Below you will find a term by term description of the topics/skills normally taught each term. The exact timings may of course vary and the order in which the topics are covered may change.

TERM 1

Unitat 1.
Textos narratius: la narració
Els sons, les grafies, els dígrafs
Les categories gramaticals: el substantiu

L'estudi de les Comarques Valencianes i la seua localització

Unitat 2.
Textos narratius: el conte i la rondalla
Les síl·labes
Els determinants

TERM 2

Unitat 3.
Textos descriptius de lloc
Els diftongs i els hiats
L'adjectiu
L'oratge

Unitat 4.
Textos descriptius de persona
La síl·laba tònica i l'accent gràfic
Tipus de pronoms
Les relacions personals

Unitat 5.
Textos predictius
L'accentuació diacrítica
El verb I
La casa

TERM 3

Unitat 6.
La comunicació oral
Repàs de l'accentuació i la dièresi
El verb II
Els viatges

Unitat 7.
El llenguatge cinematogràfic
L'apòstrof
L'adverbi, la preposició i la conjunció
El cinema

Assessment Information

Els texts que inicien les unitats els treballarem seguint les pautes d'audició, explicació, exercicis de comprensió i relació amb la realitat que envolta l'alumnat.

Per treballar la lectoescriptura i el lèxic utilitzarem els mètodes de reelaboració d'aquest ajudant-nos de fotocòpies i de llibres especials.

Other Information

Realitzaré exàmens parcials després de l'explicació i del treball de cada tema.

Acompanyarem la nota amb la realització de treballs-mural en grups

L'alumnat serà avaluat per l'esforç i la participació a classe. I lògicament també pels deures realitzats a casa.