

YEAR 9

Curriculum Outline

2009/10



King's College
The British School of Alicante

Year 9 Curriculum 2009/10

Enclosed in this booklet are the curriculum outlines for Year 9. 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	Mr. Slater / Mrs. Roscoe / Mr. Thomas
Maths	5	Mrs. Fisher / Mr. Panter
Science	5	Mrs. Collingwood / Mr. Roberts/ Sra. Vila
Geography	2	Mrs. Turton
History	2	Mr. Birrel
ICT	2	Mr. Youlten
Art	2	Miss Parry
French	2	Mme. Maire
Music	1	Miss Archibald
Drama	1	Miss Welsch
PE	4	Mrs. Goode / Mr. Nutter
Lengua / Spanish	4	Sr. Esteban / Sra. Guió / Sra. Castro
Ciencias Sociales	2	Sr. Francisco
Valenciano	2	Sra. Guio
PSHE	1	Mrs. Bowers
	40	

English

Introduction & Aims

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

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

Year 9 pupils will read three novels, two plays, and 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 either 'Animal Farm' or 'Across the Barricades' and the Shakespeare play 'Much Ado about Nothing'.

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 a literature essay.

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

TERM 2

Students will read either 'Animal Farm' or 'Across the Barricades' and the play script of 'Lord of the Flies'. The play will be read and analysed in English lessons and acted in Drama lessons.

Once again pupils will have the opportunity to produce a range of writing tasks, including another of the key annual writing tasks.

TERM 3

Students will read 'A Roald Dahl Selection' and work on units 7 – 9 from the 'Developing Poetry Skills' book.

Pupils will finish their third key annual writing task as well as producing their own anthology of poems based on reading a range of poems including: 'The Eagle', 'Kubla Khan', 'Dulce et Decorum est', '5 Ways to Kill a Man', 'A Prayer before Birth' and 'Refugee Mother and Child'.

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

Assessment Information

Pupils 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 own work is an integral part of the English course.

Other Information

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

Mathematics

Introduction & Aims

The work is based on the formula one maths C1, C2 and C3 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 therefor 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

Pythagoras
 Algebraic Expressions
 Percentages
 Shape/Solids
 Equations
 Graphs
 Indices/St.Form
 Data/Tree Diagrams/Cum.
 Freq.
 Probability
 Circles
 Exam

TERM 2

Ratio
 Sequences/Functions
 Formulae
 Transformations
 Inequalities
 Accuracy
 Polygons/Angles
 Fractions
 Survey
 Review

TERM 3

Construction/ Locci
 Real Life Graphs
 Trigonometry
 Using brackets/Dir.Number
 Review
 KS3 Exam

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.

Geography

Introduction & Aims

In Year 9, the pupils follow the QCA requirements for Geography. Their main resource is book 3 of the Oxford geography series. They develop writing skills, analysis of data, interpretation of maps and photographs, mathematical skills, 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. Development

Unit 2. Close up on China

TERM 2

Unit 3. Off to the USA.

Unit 4. The Global Fashion.

Unit 5. Coffee break

TERM 3

Unit 6. The Ocean

Unit 7. Our World in 2030

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. The 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 9 will provide pupils with historical skills, allowing them to begin to understand, interpret and analyse the past. Pupils will understand why it is important to learn history and will identify the relevance of learning about the past. Year 9 history will focus on source interpretation and analysis.

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

Industrial Revolution

Pupils will study the Industrial Revolution and its impact on Britain and the wider world.

French Revolution

Pupils will study the causes and consequences of the French Revolution.

TERM 2

Great War

Pupils will study the causes and consequences of WW1.

Rise of the Dictators

Pupils will study the rise of Hitler, Mussolini and Stalin.

TERM 3

World War Two

Pupils will study the causes and consequences of WW2.

Independent Project

Pupils will now have the opportunity to use the skills learnt over the year to produce an independent project.

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

Year 9 ICT is about project management and systems analysis. Students will use the computers and the skills they have learnt over the last couple of years to solve problems using all the software packages they have had exposure to since Year 7. They will be expected to plan, analyse, test, implement and evaluate their solutions as well as write reports detailing what they have done and evaluating their performance.

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 - SYSTEMS INTEGRATION

Students will have a choice for this project which lasts the entire term. Students can choose between two organisations: Dating Direct - and online dating agency and Screen 7 a multiscreen cinema complex. Students will be expected to approach this project in an analytical manner and will be expected to document and evaluate their solution as they go.

Students will be introduced to Microsoft Access, a database system, for the first time and will also work with the Macromedia suite of products.

TERM 2

UNIT 2 - MURDER IN MIND

Students work as detectives trying to solve the whodunnit mystery. Students will use a variety of skills including word processing, spreadsheets, database and graphic design methods to solve the mystery.

Students will even use Microsoft Powerpoint to produce a Crimewatch appeal.

TERM 3

UNIT 3 - RECORD PRODUCER

This topic further hones students' graphic design skills as they take on the role of marketing manager for a record label.

Students will plan and manage the release of a new CD for an artist of the choice, creating the designs for the CD, the booklet, poster and launch posters.

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.

Science

Introduction & Aims

The Edexcel IGCSE in Science enables students to:

- acquire a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns
- appreciate the practical nature of science, acquiring experimental skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work to scientific method and reporting
- form hypotheses and design experiments to test them
- sustain and develop an enjoyment of, and interest in, the scientific world
- appreciate the significance of science in wider personal, social, environmental, economic and technological contexts, and consider ethical issues
- select, organise and present information clearly and logically, using appropriate scientific terms

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

Biology Unit 1: Respiration, Transport and Nutrition

Chemistry Unit 1: An Introduction to Chemistry

TERM 2

Continue with Biology and Chemistry work from term 1

Physics Unit 1: Waves

Physics Unit 2: Electricity

TERM 3

Continue with Physics work from Term 2

Review and assessment of material covered so far, including exam practice to GCSE standard

Assessment Information

Students are assessed and given regular feedback regarding their knowledge and understanding, problem solving ability and practical skill. Students are encouraged to be reflective of their progress and take part in setting targets for improvement.

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.

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 9 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

UNDERWATER WORLD

Students explore life underwater, encouraged not to think too literally. They concentrate on pattern and colour and learn how to take influences from objects to create design work. In this project the students will discover the difference between artists and designers and start thinking like a designer. They will work in groups to create a large silk painting incorporating ideas from everyone in the group

- . Emphasis on design/textiles
- . Group work
- . New techniques - silk painting

TERM 2

ISLAMIC and ABORIGINAL ART

Students analyse images from the Islamic and Aboriginal cultures, concentrating specifically on pattern. Students will start to create own images in the style of Aboriginal art using benday dots. Looking at tessellating shapes to create Islamic patterns. Students will be introduced to new cultural artists and traditional techniques. The final piece will be a combination of the two cultures combining colours, style and visual images.

- . Strong cross curricular link with maths
- . cultural influences
- . design

TERM 3

PUPPETS

Students research the history and variation of puppets. Look at contemporary craftspeople, the students will create characters from personal experiences and bring these to life. Making 3D puppets using a variety of media - papier mache or textile techniques.

- .Emphasis on personal experiences
- .Creative writing
- .3D techniques

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.

Music

Introduction & Aims

Year 9 students will consolidate all the learning and experience carried out during the previous years. Students will be able to make a positive decision if they want to further their studies in music by opting to take Music IGCSE in years 10 and 11. Whatever students decide; students will be able to articulate opinions about music and understand more clearly how music works.

We will identify and build on the strengths of each student

We will build on existing skills and interests

We will offer new experiences in the arts

We will foster self-confidence, self-discipline and responsibility

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 Film Music

Students will be writing their own film scripts and will be composing their own film music in groups.

We will look at a number of techniques and explore how different sounds are made in film.

Unit 2 Music and Advertising

Students will be looking at how adverts are put together and what skills are used. They will be designing their own advertising campaign and writing their own jingle.

TERM 2

Unit 3 Samba

Students will look at the origins of Samba music and will be learning how to play Samba rhythms and play together as a group.

They will have the opportunity to create their own Samba bands in groups and to compose their own Samba piece.

Unit 4 Song Writing

In this module students will be looking at popular song and how it is put together. They will be writing their own songs in the module on Musical Theatre.

TERM 3

Unit 5 Musical Theatre

Students will be studying Musical Theatre and looking at the different aspects of putting on a show.

They will study different genres of musical theatre and using the skills they learnt in the Song Writing module they will compose their own song for a musical.

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.

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. in town, shops and directions and transports
2. Occupations, what you are going to do
3. In the future

TERM 2

1. The past tense
2. Clothes/to wear/style
3. To buy on internet: vocabulary, expressions
4. Grammar: plural forms, comparisons (more, less... than)
5. For/against expressions
6. Descriptions and arguments/expressions for long writings
10. At the restaurant + food and quantity

TERM 3

1. Verb need
2. Pronouns
3. Invite somebody, welcoming expressions, programme for a visit
4. On the phone
5. Write a letter

Assessment Information

Students are continually assessed by the teacher. Assessment is based on 4 criteria: Speaking (debate, answer questions or "exposés"), Listening (answer questions 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, books or magazines at home. They can also watch French films in original version (subtitled).

A dictionary is very useful for them to do their homework.

Physical Education

Introduction & Aims

In Year 9 students will continue to experience a range of activities and build upon the appropriate skills and techniques learnt in Year 8. They will develop their understanding further of what makes an effective performance and how to apply these principles to their own and others' work. Observation and assessment of others' participation will take place with the more able students making correct decisions about what to do to improve performance.

Students will have increased opportunity to take a variety of roles, such as leader and official and improved knowledge of rules will be assessed using a short written test.

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.

SOFTBALL, ROUNDERS,
TABLE TENNIS, BADMINTON

FOOTBALL, NETBALL,
BASKETBALL HOCKEY

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

TERM 2

FOOTBALL, NETBALL,
BASKETBALL HOCKEY

RUGBY, DANCE, ATHLETICS

FITNESS - Students will be re-tested in the tests undertaken in Term 1 to assess improvements. They will learn the difference between health related and skill related components of fitness.

TERM 3

TENNIS, VOLLEYBALL

Students observe and assess other pupils participation.

Written test covering rules of sports participated in and underlying principles of health and fitness.

Assessment Information

Continuous assessment of practical performance is made by the teachers with a grade for effort and achievement for each activity. Written test on rules and health and fitness, the observation of other students, and tests undertaken in the fitness unit provide further objective assessment.

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 9, 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.

The world of work.

TERM 2

Career skills and preparation for Option choices for Year 10

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.

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

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 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

La comunicación oral; elementos y funciones

Tipos y formas de discurso oral.

La comunicación escrita; elementos y funciones

La narración

La descripción

Caracterización de la lengua literaria

Recursos de la literatura

Caracterización e interacción de la comunicación verbal y no verbal.

TERM 2

Elementos y funciones de la comunicación.

Tipos y formas del discurso escrito

El texto como unidad de comunicación

Sentido y coherencia

La exposición

La argumentación

Fenómenos semánticos

El mensaje literario: contenido y forma

Elementos constitutivos de la narración

La métrica

Los medios de comunicación

TERM 3

Rasgos formales de la lengua oral

Diversidad y modalidades lingüísticas de España

Textos preceptivos

Características formales y de contenido de los textos escritos no literarios

Recursos estilísticos basados en la semántica

Los géneros literarios

El lenguaje verbal, de la imagen y musical

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

- Develop the ability to use Spanish effectively for purposes of practical communication.
- Form a sound base of the skills, language and attitudes required for further study, work and leisure.
- Offer insights into the culture and civilisation of Spain and the Spanish speaking world.
- Encourage fuller integration into the local community, where relevant.
- Develop a fuller awareness of the nature of language and language learning.
- Encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations.
- Provide enjoyment and intellectual stimulation;

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

Topic area A – everyday activities
Talking about Food health and fitness.

Present tense verbs and conjugation

Use of radical and orthographic changing verbs

Reflexive verbs used to talk about self and illnesses

Nouns, gender, concordance

Topic area B – personal and social life. Self, family personal relationships, leisure. Festivals and special occasions. Holidays and travel

Gustar et al

Interrogatives

Active use of basic imperatives, receptive use of more advanced imperatives

TERM 2

Topic area C – the world around us
Home town and local area, natural and made environment, people, places and customs. Weather.

Receptive use of passive voice, reflexive passive,

Active use of comparatives and superlatives

Receptive use of IO pronouns and DO pronouns

Numbers, quantity, time

Intro to future tense

Topic area D – the world of work
Continuing education. Future plans.

School and school life.

Active and receptive use of future simple, conditional, review of IR+a in all tenses

Active use of Demonstrative adjectives

TERM 3

Topic area D – the world of work
Continuing education. Future plans.

School and school life.

Active and receptive use of future simple, conditional, review of IR+a in all tenses

Active use of Demonstrative adjectives

Continuous tenses – active use of present and imperfect continuous, receptive use of other continuous tenses

Revision

Assessment Information

One exam each term in oral, aural, written, reading components.

Continuous assessment in relation to the selected topics in various formats (essays, oral work etc)

Other Information

Pupils are encouraged to take advantage where possible of the fact that they live in Spain and are expected to further their language study when outside of the classroom by making use of Spanish realia.

C. C. Sociales

Introduction & Aims

En este curso, correspondiente a 2º de E.S.O., vamos a comenzar con un primer bloque dedicado a la historia medieval. Durará toda la primera evaluación y pondremos el énfasis en el espacio peninsular.

El segundo bloque, correspondiente a las 2º y 3º evaluaciones, versa sobre geografía. En él estudiaremos la sociedad, la economía y la organización política de Europa y España.

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: EL ISLAM
UNIDAD 2: LA EUROPA
FEUDAL
UNIDAD 3: LA EDAD MEDIA
EN LA PENÍNSULA. EL ISLAM
UNIDAD 4. LOS REINOS
CRISTIANOS DE LA
PENÍNSULA

TERM 2

UNIDAD 5: LAS SOCIEDADES
HUMANAS
UNIDAD 6: LAS ECONOMÍAS
EUROPEA Y ESPAÑOLA

TERM 3

UNIDAD 7: LAS SOCIEDADES
EUROPEA Y ESPAÑOLA
UNIDAD 8: EUROPA Y ESPAÑA,
ORGANIZACIÓN POLÍTICA

Assessment Information

Tanto el trabajo en el aula como la aptitud serán evaluados de forma continuada 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.

Text expositiu

El dígraf i la síl·laba

L'enunciat i l'oració imple

Tipus de paraules

La província d'Alacant i les comarques valencianes.

Unitat 2.

Text argumentatiu

L'apostrofació i la puntuació

El subjecte i la concordança

TERM 2

Unitat 3.

Text personal

L'accent gràfic i diacrític

El predicat

La família

Unitat 4.

La premsa

La dièresi

EL complement verbal

Els jocs

Unitat 5.

La essa sonora i sorda

Complements necessaris i

addicionals

TERM 3

Unitat 6.

La publicitat

Els sons palatals i fricatius

Orcions atributives i
predicatives

Unitat 7.

El còmic i la historieta gràfica

Les consonants b / v

La festa medieval

Assessment Information

Els textos (lectura) que inicien les unitats els treballarem seguint les pautes d'audició, explicació, exercicis de comprensió i relació amb l'entorn que envolta l'alumnat.

Per treballar la lectoescriptura i el lèxic utilitzem els mètodes de reelaboració del text i buscant respostes a preguntes.

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.