

# YEAR 9

## Curriculum Outline

2007/8



**King's College**  
The British School of Alicante

## Year 9 Curriculum 2007/8

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 LOE Curriculum.

Subject	Nº of Sessions	Teacher
English	5	Mr. Slater
Maths	5	Mrs. Fisher / Mr. Fisher
Science	5	Mrs. Taylor / Mr. O'Connor
Geography	2	Mrs. Turton
History	2	Mr. Shaw
ICT	2	Mrs. Harris
Art	2	Miss Epps
French	3	Mme. Santerre / Sra. Martin
Music	1	Mr. Jelic
Drama	1	Miss Kilner
PE	3	Mrs. Goode / Mr. Nutter
Lengua / Spanish	4	Sr. Esteban / Sra. López
Ciencias Sociales	2	Sr. Francisco
Valenciano	2	Sra. Guio
PSHE	1	Mr. Wall / Mr. O'Connor
	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.

All writing genres are covered in order to prepare students for their SATs. They will complete: a short story, a letter (formal and informal) a leaflet, article, speech, review, report and diary entry. These genres will allow them to explore writing conventions and the various SATs triplets: imagine, explore, entertain; inform, explain, describe; persuade, argue, advise and analyse, review, comment. Reading skills are increasingly prepared for, with students doing a number of practise papers in Term 2. Students are assessed externally after Easter when they take their SATs examinations.

## 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 study one of the following texts that are listed:

Roald Dahl Selection  
The Wing Singer  
Animal Farm

Students will complete a range of extended writing tasks, comprehension and analytical work. For example: a short story, a review, a letter and an essay (character study). They will complete work that is focused on the Media, writing newspaper reports. Students will write in a variety of styles and for a range of purposes.

### TERM 2

Students will study a Shakespeare play:

Much Ado About Nothing

Students will engage in some Drama activities during Term 2, including: hot-seating, acting selected scenes and extracts and empathizing with the characters.

During this term students will also complete practise SATs exercises in preparation for the examination. They may complete selected exercises from Literacy Through Texts.

### TERM 3

Students will study a variety of poetry selected from:

Poetry Skills  
Discovering Poetry  
Poetry: Then and Now  
Selected poetry from the Internet

Students will study a variety of poetry styles. They will experiment with language and rhyme patterns when writing their own poetry. During this term, students will also revise for their SATs examinations.

## Assessment Information

Students are assessed using the school's marking policy. Their written work is continually assessed throughout the year; it is marked out of 10. Students achieve merits for work of a high standard. They should aim to correct their own spellings as well as other grammar and punctuation mistakes.

## Other Information

During the year and to help those students who study English as a second language, it is crucial that they carry a Spanish/English dictionary. To progress in this subject, students should learn and revise new vocabulary, read regularly in English and have regular exposure to English in their own home.

# 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.

# Science

## Introduction & Aims

At key stage 3 science offers opportunities for pupils to:

- build on their scientific knowledge and understanding from year 7 and 8 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 9A. Inheritance and selection  
 Unit 9B. Fit and healthy  
 Unit 9C. Plants and photosynthesis  
 Unit 9D. Plants for food  
 Unit 9E. Reactions of metals and metal compounds  
 Unit 9F. Patterns of reactivity

### TERM 2

Unit 9G. Environmental chemistry  
 Unit 9H. Using chemistry  
 Unit 9I. Energy and electricity  
 Unit 9J. Gravity and space  
 Unit 9K. Speeding up  
 Unit 9L. Pressure and moments  
 Unit 9M. Investigating scientific questions

### TERM 3

SAT booster lessons  
 Revision classes  
  
 SAT EXAMINATIONS MID MAY  
  
 Preparation for yr 10  
 Investigation work

## 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 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. Get the Picture

Unit 2. Development

Unit 3. Earning a living.

### TERM 2

Unit 4. Focus on France.

Unit 5. Global Fashion.

Unit 6. Coffee break

### TERM 3

Unit 7. Local actions, global effects.

Unit 8. Tourism, good or bad.

## 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.

# 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

#### POPULAR CULTURE

Students explore popular culture and contemporary design. They investigate the influence of art from different cultures and traditions on fashion and design, as well as exploring graphic design and decorative arts. They develop their own ideas and combine artwork with graphics to create designs for a specific outcome such as a CD cover, a nightclub flyer, a fashion item, a poster etc.

- Emphasis on design/textiles
- Students design their own artwork, then use this within a design for a specific purpose.

### TERM 2

#### ENGLISH INFLUENCE

Students analyse images and English literature to learn how visual qualities such as gestures, viewpoint, storytelling or narrative, lighting effects, colour are used to evoke strong reactions and to represent ideas, beliefs and values. They make connections with specific English literature or an event plus an artistic movement or particular artist, and then develop a piece of work in response.

- English / historical Influence- a movement in art or a period in time or an event
- Artist influence

### TERM 3

#### PERSONAL PLACES

Students research the use of Art and visual images in Public places, such as, schools, libraries, hospitals, exhibitions.

Sharing the ideas of art in public places they analyse and develop ways of exploring and representing their own piece of public art. Students work individually and in groups in order to decide on where to and how to produce and develop a final piece of visual artwork for a public place.

- Art in public places/ potential Art trip to local location
- Emphasis on collage /printmaking/ group work

## 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. In order to+infinitive, to go to+infinitive, to want to+infinitive
2. French comics
3. Travel, holiday, youth hostels
4. Mountain/countryside activities
5. Occupations, what you are going to do
6. In the future
7. Which one(s)? This/that/these/those one (s)
8. The negative form (never, nobody, nowhere)
9. Food/quantities/some, any
10. At the restaurant

### 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

### 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.

# 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 make articulate opinions about music and understand more clearly how music works.

We will try to identify 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 vary and the order in which the topics are covered may change.

### TERM 1

Unit 1 5 and 7 TIME

To conclude the work on rhythm by looking at more abstract rhythmic cells using 5 and 7 time.

Unit 2 GROUND BASS

To develop composition techniques using repetition and variation.

### TERM 2

Unit 3 VOCAL CHANTS

Using the voice as a composition tool and to advance vocal techniques.

Unit 4 SAMBA BATUCADA

To look at music from other countries and relate it to more familiar music heard at home.

### TERM 3

Unit 5 WHAT IS A MOTIF?

To conclude work on composition by looking at how melody provides important ways of organising music.

Unit 6 GOSPEL

To look at how music from other countries has influenced our own European music and to enjoy using the voice as an expressive tool.

## Assessment Information

Students maintain and keep up-to-date a subject diary which records work completed and grades received.

The subject teacher will mark and assess each unit of work that is completed by the student.

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

## Other Information

For students to succeed in music it is not essential that they are already practicing and experiencing music outside of school.

The work covered in Years 7 to 9 will focus on the creative and the ability to listen.

Potential will be considered as well as outcome.

# 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 continue to identify the types of activity they prefer, and will have increased 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.

STRIKING ACTIVITIES e.g. rounders, cricket and stoolball.

FOOTBALL

HOCKEY

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

### TERM 2

RUGBY

GYMNASTICS

BASKETBALL

NETBALL

FITNESS - Students will be re-tested in the tests undertaken in Term 1 to assess improvements.

### TERM 3

VOLLEYBALL

BADMINTON

TENNIS

ATHLETICS

## 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.

# 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 media.

# 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

Unit 1. Comprendre discursos orals i escrits i reconèixer les finalitats diferents que tenen i les situacions de comunicació en què es produeixen.

Unit 2. Expressar-se oralment i per escrit amb coherència i correcció d'acord amb les finalitats i les situacions comunicatives diferents i adoptant un estil expressiu propi.

### TERM 2

Unit 3. Conèixer i valorar la realitat plurilingüe i pluricultural d'Espanya i les variants de cada llengua, considerant les diferents situacions que plantegen les llengües en contacte.

Unit 4. Comprendre i valorar, a partir del coneixement de la realitat sociolingüística, la necessitat de recuperar us ús normalitzat del valencià.

Unit 5. Conèixer i usar en els produccions pròpies les normes lingüístiques, amb una atenció especial a les ortogràfiques.

### TERM 3

Unit 6. Reconèixer i analitzar els elements i les característiques dels mitjans de comunicació.

Unit 7. Beneficiar-se i gaudir autònomament de la lectura i de l'escriptura com a formes de comunicació i com a fonts d'enriquiment cultural i de plaer personal.

Unit 8. Conèixer i diferenciar els principals gèneres de la tradició literària occidental.

## 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

# 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.

