



YEAR 8 IMYC Curriculum Document

TERM 3 – UNIT 1

Big Idea: The whole school focus for this six week unit is:

Relationship - Every individual thing affects and is affected by other things.

Dates:

Monday 13th March - Monday 1st May

English focus: Gothic Horror-Active Reading Skills-Ailsa McCreadie and Stephanie George					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
*Know what the main elements of Gothic literature are. *Develop an understanding of the Gothic Genre. *Be able to identify how writers achieve specific effects in texts. Reading = To identify and understand the effects of literary techniques	Introduction to the unit. Summarise elements of Gothic horror. Read key scenes from various gothic horror short stories and discuss and analyse the style of writing, genre and effect. Work on atmospheric readings of The Raven Read a section from Frankenstein novel and analyse stylistic devices used to portray the way in which the monster speaks. Analyse how a writer's use of linguistic and	Reading = To identify and understand the effects of literary techniques AfL = Create a mind-map of the key elements of a gothic text. Writing = To write accurately and appropriately in a variety of text types AfL = Writing introductions to gothic short stories with appropriate vocabulary and creating suspense Speaking and Listening = To speak or	Enquiry Adaptability Resilience Morality Communication Thoughtfulness Cooperation Respect	What do we know about key players in the Gothic Horror movement? Where are they from, do their backgrounds and cultures appear to have influenced their writing? Media clips of key scenes relating to the genre, the use of Ipads to research and analyse. SMART board and the projectors used to analyse text and beam projects etc. What links can we identify in the genre relating to Sustainability. Are there still Gothic buildings in society, where, have these changed over time?	Link gothic elements to modern film, television and architecture. Look at photos and discuss if you have visited anywhere with the Gothic style and what this means.

Maths focus: Shape and space- angles, simple geometry, measures, transformations, 2-D and 3-D shapes Warren Rowe and Angela Karenju					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
*To know facts about angles, lines and circles and to use these facts in problem-solving	Constructing circles, arcs and triangles Bisecting angles and lines Congruency	Fortnightly quiz Revision based started activities White board plenaries			Parents can help practise basic numeracy skills and actively participate in learning through myimaths.com

Science focus: Physics - Energy and power- Connie Vientes and Gemma Mugford					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
* To understand, recognise and recall scientific information to explain ideas and concepts	• Investigate heat energy using thermometers and data loggers	- homework tasks - classwork	Collaborative investigation	How do scientists around the world get together to investigate scientific theory?	Parents could visit the following websites with their children to reinforce the ideas

<p>* To communicate scientific information clearly and effectively, using scientific language, format and symbolic/visual representation</p> <p>* To apply his/her scientific knowledge to solve problems in familiar and unfamiliar situations</p> <p>Heating and Cooling To understand why we get hot or cold. To explain the direction of heat flow. To learn about conduction and insulation. To describe the process of convection. To understand how heat can be radiated long distances through a vacuum.</p>	<ul style="list-style-type: none"> Draw and interpret line graphs from data collected Class notes, discussion, and model diagrams to explain, using the particle theory, how materials change when they are heated or cooled Investigation of the different thermal conduction of various metals or alloys Investigate the effectiveness of different forms of insulation, controlling relevant variables Draw energy transfer diagrams to show conservation of energy Research types of non-renewable and renewable energy available Use equations to calculate power Use equations to calculate work done Discuss how levers make work easier 	<ul style="list-style-type: none"> quizzes multiple choice and written test. laboratory reports (practical write ups) 	<p>online text book</p> <p>www.yteach.co.uk</p> <p>www.bbcbitesize.co.uk</p> <p>www.brainpop.com</p> <p>www.ksw.org.uk</p> <p>www.fife-education.uk</p> <p>www.ntsscience.co.uk</p> <p>Consider ways in which heat loss can be reduced.</p> <p>Consider how different sources of energy are more sustainable for future generations</p>	<p>presented during lessons.</p> <p>www.yteach.co.uk</p> <p>www.bbcbitesize.co.uk</p> <p>www.brainpop.com</p>
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Spanish focus:					
El rol de los personajes–Maria Teresa Betancourt and Mireya Tovar					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
*Formular hipótesis de comprensión acerca de las obras literarias que lee teniendo en cuenta género, temática, época y región. *Conocer y utilizar algunas estrategias argumentativas que posibilitan la construcción de textos en situaciones comunicativas auténticas.	Diagrama de Pensamiento acerca de las características del Teatro Isabelino y el rol de los personajes. Autor representativo, la relación de su escritura con el momento sociohistórico. Diagrama de pensamiento de las características del teatro actualidad y el rol de los personajes. A propósito de los autores, la relación de su escritura con el momento sociohistórico. El	Planeación, primer borrador y edición de una escena teatral en la cual se aprecien relaciones efectivas y relaciones problemáticas entre sus personajes.	Lector crítico Creativo Estratega Solidario Comunicador Escritor Autónomo Gestor de aprendizaje	Asumir una posición crítica, conciliadora y solidaria en la relación con el otro. "Trato a los demás como me gusta ser tratado". Ipad Samrt Board Aplicaciones de mapas conceptuales Profundizar en las propuestas de los Premios Nobel de Paz y asumir una posición crítica y conciliadora frente a los temas que desarrollan.	Conversatorio para intercambiar frases y oraciones positivas. Preguntarse: ¿Qué te hace decir eso?

History focus:					
Franz Ferdinand and the road to WW1 - Niall O'Kane and David Woodward					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
* Be able to describe how the countries studied have responded to the conflicts, social changes, political changes and economic developments that represent their history - Know about the social, cultural, religious and ethnic diversity of the periods studied - Be able to describe how the history of one country affects that of another	Why was Franz Ferdinand unpopular in the Austro–Hungarian Empire? How did Ferdinand's assassination affect the rest of Europe? Why did a European War affect countries beyond Europe to become the First World War?	• How many different groups of people lived in Austria–Hungary? • Do different groups of people always live happily together in the same country? • Would opponents of Ferdinand have all been able to speak to him about their complaints during his visit? If not, why not? • What other options may his opponents	To develop my curiosity as a driver for innovation, exploration and achievement.	Understand how one country's internal problems can spread to other nations and result in international conflict. One to one electronic devices. Video editing Prezi, PowerPoint and Keynote Basic electronic research techniques. Electronic textbooks. Globalisation and its relationship with environmental issues.	Please watch together as a family the movie: Girl Rising. It is a heartfelt account of the reality of life for many girls around the world struggling for freedom from oppression and slavery. It is currently available on Netflix.

Geography focus:					
Investigating Earthquakes and Volcanoes - David Woodward					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
*Be able to use and interpret globes, maps, atlases, photographs, computer models and satellite images in a variety of scales Know how the features of particular localities influence the nature of human activities within them	Tectonic plates construction exercise Explain to students that the purpose of this activity is to explore ways in which one tectonic plate is affected by, and affects, other tectonic plates, and why they create volcanoes, earthquakes and tsunamis. Divide the class into groups. Give each group of students the materials	What is the connection between the location of the earthquakes and volcanoes and the tectonic plate boundaries? In what ways do the locations of the earthquakes and volcanoes appear to be affected by the tectonic plates? The way in which tectonic movement can produce a tsunami	Enquiry Adaptability Resilience Morality Communication Thoughtfulness Cooperation Respect	How does Brazil compare to Colombia and the country you come from geographically and socio-economically? Students will use Ipad to research and and laptops to present. Also some instruction in how to use iMovie How sustainable are the long term relief efforts for the countries affected by the 2004 Indian Ocean Tsunami?	Parents could help students by discussing the differences between Brazil and Colombia and their native country. To help the student collect data for the individual investigation.

French focus:					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
<p>* Oral And Written Understanding: To understand dialogues and texts related to school.</p> <p>* Oral And Written Expression: To ask for and write information about school.</p> <p>Knowledge</p> <ul style="list-style-type: none"> To know the name of school subjects To know the name of the parts of the school To know how to use the verb « aller » in present tense. To know the use of some verbs to express the degrees of like or dislike: adorer/ aimer/ ne pas aimer/ détester To know the possessives: ma/ mon/ mes To know the mean feature of a leaflet/brochure. <p>Skills</p>	<ul style="list-style-type: none"> Describing their own school and timetable (include a leaflet/brochure) Reading a variety of texts about people's schools Vocabulary and verb conjugation drilling activities to reinforce the present tense In pairs, presenting their dreamed school including an audiovisual product. 	<ul style="list-style-type: none"> Peer assessment of a written and an oral task. Visual product to support their oral presentation about school timetable and description. A variety of oral and written comprehension tasks. Manipulate the marking criteria giving feedback: what they have done well and what they need to do to improve. Grammar and vocabulary tests. 	<ul style="list-style-type: none"> To better recognise the stages of emotion associated with loss and change To be able to identify the strengths and weaknesses of their school program and school infrastructure. 	<p>To learn about some feature of the French educational system</p> <ul style="list-style-type: none"> Word processing. Using online dictionaries and language resources adequately. Understanding the negative impact of using electronic translators. Learning to manipulate the wordreference and French I verbs apps. Using different websites to do research, work on their phonetic skills, practice their grammar knowledge and their language skills. Smarttech (smart board) in the classroom <p>To discuss some basic facts about how environmentally friendly we are at CGB and what we could do to reduce our carbon footprint.</p>	<p>Help your children revise the verb "aller" (to go) in the present tense. Techniques that can help are: home made flash cards, picking a verb and doing various simple sentences with it, i.e. How do you say "I go, you go, they go, she goes, you all go" in French.</p> <p>These are excellent websites to reinforce "aller" in the present tense: www.languagesonline.org.uk (Encore Tricolore 1, Unité 7 exercices 22, 23) http://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-46976.php http://www.lepointdufle.net/ressources_fle/present_aller.htm</p>

Sociales focus:					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
EL ORIGEN DE LA BURGUESÍA -Edwin Garcia and Gonzalo Serna					
<p>*Identificar los principales FACTORES que hicieron posible el origen de la burguesía. 2. Elabora un mapa de Europa identificando las zonas más afectadas por la "Peste Negra"; 3. Describir las características económicas políticas, culturales de la población de la Edad Media.</p>	<p>1. Elabora un vocabulario básico sobre las palabras que tienen relación con el concepto de BURGUESÍA; 2. Elabora un mapa de Europa en el que identifique las zonas de mayor impacto de la "Peste Negra". 3. Lee el texto de Carlo Cipolla "Historia de la economía de la Edad Media I" - capítulo 1 "La población en Europa del 500 al 1500" p. 25-76; 4.</p>	<p>1. Diseña una pirámide de la organización social en el sistema de producción feudal. 2. Identifica las causas y consecuencias de la peste negra en la economía feudal. 3. Elabora una lista de los principales aspectos que permitieron el desarrollo del comercio al final de la Edad Media. 4. Representa gráficamente algunas de las mejoras tecnológicas que impulsaron las exploraciones y los descubrimientos. 5. Diseña una historieta en la que se entienda el proceso de cambio entre el sistema de producción medieval y el auge comercial.</p>	<p>Elaboración de afiches; debates; exposiciones orales; seminarios y conferencias sobre el origen de la burguesía desde la transformación de la economía medieval.</p>	<p>Comprender el concepto de "equipo" como generador de empresa; reconocer las similitudes y diferencias entre las economías locales y globales; reconocer el concepto de VENTAJA COMPARATIVA como un elemento clave en la diferenciación de mercados.</p> <p>1. Programas especializados para la aplicación de quizzes (star quiz, m. socrative). 2. Programas de diseño y presentación: prezi, cmap tool y powtoon. Relacionar los conceptos de RECURSOS NATURALES y MATERIA PRIMA dentro del contexto socioeconómico del medioevo.</p>	<p>1. Leer los textos sugeridos por el profesor y buscar en el diccionario las palabras que ellos no entiendan; 2. Observar videos en Youtube sobre los burgueses y su relación con el origen de la economía moderna; 3. Visitar plazas de mercado y centros de comercio en los que pueda observar a los "nuevos burgueses".</p>

Art focus:					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
<p>* Be able to explore methods and approaches used by prominent artists in landscape and use them as a starting point.</p> <p>* Be able to recognize and acknowledge the elements that played a key role in the formal evolution of landscape throughout art history.</p>	<p>Discussion activity: analysis of landscapes from different art periods and artists. analysis of the composition, use of color, technique and its relation to context. Creation of their own color charts and development of tones from combinations of colors. Exploration and blends of painting - oil, acrylic and watercolors. Creation of a landscape following composition, visual communication guidelines and using various tones of just one color. Research</p>	<p>-Exploration of methods and approaches used by prominent artists in landscape and their uses as a starting point. Making sketches or reproductions in pencil of prominent artists works.</p> <p>-Creating the features of a landscape separately and then putting them back together. Also, to create a landscape in groups by elaborating each element individually.</p> <p>-Use of paintings, creation of color charts</p>	<p>Reflecting on visual communication in classic and avangardt landscape paintings as well as on Land Art. Looking at examples of landscapes that reflect and create relations between art elements and color as well as techniques. Looking and analysing examples that relate the context and environment with Land art projects. Discussions and presentations about material and their effects on the environment.</p>	<p>Exploring art from different cultures, time and geographical location. Reflecting on culture in the 20th Century. Reflecting on Classic art and Landscape and visual composition. Reflecting on Visual communication elements and its relation to art elements. Exploring and analyzing the use of different materials and visual communication elements for landscapes and land art.</p> <p>Use of Ipad's for individual research. Use of multimedia.</p>	<p>Take children on expedition trips, hikings, helping them to relate more to nature. Attend art exhibitions to analyse color in paintings, composition and use of visual elements. Encourage their children on using natural materials to decorate and organize their personal space. Perhaps give them a space in a natural environment where they can start composing with elements of the space a land art piece.</p>

	and presentation of one land art artist and one from the vanguards or classic art. Find relationships between their works and reproduction of one art work. Group project based on land art.	and blends. -Observation of the use of line, shape, color, texture in classic, modern and contemporary landscapes; considering it for their landscape production. Throughout a research on Art elements and its uses.		Discussing the use of materials available at hand. Use of natural materials to avoid using negative effects on the environment. Creating a work of art that only uses natural materials and has no negative impact on the environment.	
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PE focus: Futbol-Richard Coronado and Martin Cifuentes					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
- Realiza juego con conocimiento de las reglas básicas del juego de futbol.	- Iniciar juego de ataque y defensa - Enseñanza de los fundamentos a través de secuencias técnicas.	- Ejecuta pases empleando la parte interna y externa del pie, el empeine, la punta y el talón a un compañero o una zona demarcada. - Conoce y ejecuta los principios de la táctica individual y colectiva.	Respeto, honestidad, trabajo en equipo, responsabilidad, comunicación, cooperación.	Consultar acerca del por qué una relación en trabajos de equipo puede llevar al éxito. Videos acerca de la convivencia en los deportes y en mi entorno familiar y social. Responderán preguntas asociadas a éste tema. Realizar una pequeña encuesta con sus compañeros, sobre como afectan mis relaciones en los demás.	Hacer acompañamiento con los hijos en prácticas lúdico-deportivas que desarrollen hábitos saludables y de convivencia con los chicos. Inscribir a los hijos en cursos extracurriculares de formación deportiva y participar con ellos de las tomas de decisiones de sus deporte favorito.

LAKUA focus: Creative Writing					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
Know how to write analytical essays. *Be able to write an analytical essay. Show understanding of the basic requirements to write an analytical essay.	Talking about the dark side in different characters of stories and movies. Getting familiar with FCE writing exam questions in which analysis is required. Clarifying the basic layout of an analytical essay.	Essay writing process and final product.	Be able to move between conventional and more fluid forms of thinking. Be better able to deal with their own and other's feelings. Be able to be at ease with themselves in a variety of situations.	Develop students awareness of their beliefs and how they can affect and relate to their lives and the lives of others. Researching on iPads about dark sides and Gothic Horror. If students do not want to work on Gothic Horror, they could work on a sustainable ideas to write their analytical essays.	Make sure children know what an analytical essay implies. Encourage children to submit work ahead in time so that they can benefit from feedback before the final submission.

SSL focus: How do I relate to my school?					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
* Oral understanding: To understand dialogues related to school places, subjects, classroom items and rules * Written Understanding: To understand texts related to school places, subjects, classroom items and rules. * Oral expression: To talk about school	* To present their timetable * To describe their school (classes, facilities...) * To compare their actual school to their previous one. * To give opinions about their school	• Peer assessment of a written and an oral task. • Visual product to support their oral presentation about school timetable and description. • A variety of oral and written comprehension tasks. • Manipulate the marking criteria giving feedback: what they have done well	• To better recognise the stages of emotion associated with loss and change • To be able to identify the strengths and weaknesses of their school program and school infrastructure.	To learn about some features of the Colombian educational system Power Point Online dictionaries and language resources. I Pad applications To discuss some basic facts about how environmentally friendly we are at CGB.	Parents can help their children by encouraging them to read short texts, listen to music and watch TV in Spanish, especially documentaries and TV News. They can also ask them to use their skills when they go shopping or around the city. Parents can also help by getting involved in their children's learning process, which includes projects, research and small

ICTAC focus: How do I relate to my school?					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
Be able to manipulate, combine and present different forms of information from different sources in an organised and efficient way	Construct complex spreadsheets to simulate real-world scenarios.	Be able to construct a spreadsheet with specific data and predict the result through testing.	How are different areas of school connect to each other and how does one thing rely on something else?	Consider ways that computer simulation can be used on different scenarios around the world where prediction is necessary.	Explain to children what a spreadsheet is used for, and offer to show examples if you use them at home or at work.

<p>Be able to solve a range of problems by applying different algorithms and identifying the most effective according to purpose and outcome</p> <p>Be able to gather and interrogate information by framing questions appropriately</p> <p>Develop an understanding that the quality of information affects the results of any enquiry</p> <p>Be able to evaluate digital tools analytically, identifying and using appropriate</p>	<p>Develop a working knowledge of NetLogo in order to simulate complex systems.</p>	<p>Construct an algorithm using code in order to visualise a specific scenario. The code should be fully documented with full explanations of its purpose.</p>	<p>How does what we say or write online have an impact on the wider community?</p> <p>Do all actions have a reaction? How does this effect take place inside a computer system?</p>	<p>1-to-1 iPads</p> <p>Computer suite running Linux and a range of software</p> <p>Projector & whiteboard</p> <p>File sharing and submission using Google Drive</p> <p>A range of online resources, such as blogs and videos</p> <p>How could predicting certain scenarios/events through computer modelling help us to be more sustainable?</p>	<p>Supply children of examples where algorithms are used, such as cookbooks, knitting patterns and car maintenance manuals.</p>
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Cultura Colombiana focus:	How do I relate to my school?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
<p>Learning Goals: What will the students Know, Show & Understand?</p> <p>*Know what Natural Resources Colombia has at its disposal. *Know what Colombia's Official and Unofficial symbols are.</p> <p>To be able to extrapolate other unofficial symbols that characterize the country. To be able to differentiate between renewable and non-renewable resources. To be able to use the language of explanation and description to discuss Colombia's resources and symbols.</p>	<p>What Learning Activities will students be participating in?</p> <p>-Students will do a treasure hunt activity in which they will ask other teachers and students about Colombia's unofficial national symbols. -Students will do research on the different types of natural resources that Colombia has. -Students will do a debate on topics related to Colombia and its use of natural resources. -Students to create an advertisement promoting one of Colombia's unofficial</p>	<p>Reading: Students will investigate on the official symbols of Colombia and find information on natural resources which they will be tested on at the end of the term.</p> <p>Writing: -Students will create a slogan and promotional campaign for one of the unofficial symbols they identified. -Students will analyse the importance of symbols for a country's sense of</p>	<p>Be able to use the evidence to draw sustainable conclusions Be able to relate the conclusions to wider issues Be able to be at ease with themselves in a variety of situations Know about and respect alternative moral standpoints</p>	<p>Students will be exploring not only the resources immediately available to Colombia, but the importance of trading for other resources and international collaboration. Students can use surveys, video editing software, social media, and other forms of online interaction in order to promote their products and unofficial symbols. Natural resources and their use will be explored and debated from a sustainability perspective.</p>	<p>Parents can help students come up with things or places that represent or characterize Colombia in their minds for the students to use as unofficial symbols. Additionally, parents can help students brainstorm, rehearse, or prepare their ad campaign for a typical Colombian product.</p>