



YEAR 9 IMYC Curriculum Document

TERM 3 – UNIT 1

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

Interpretation - Our sense of self, and that of others, is continually developing through our different interactions and impacts on how we exist in the world.

Dates:

Monday 13th March - Monday 1st May

English focus:					
Interpreting different texts-Ailsa McCreadie and Matthew Lawrence					
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 that different texts can be interpreted in different ways. *Be able to identify differences in the same text	Narrative Poems booklet. Analyse poems during six to seven classes with the aim of analysing four. Speaking and Listening assessment analysing key aspects of a	Assessment (Unit 5: Interpretation) 1. Individual Speaking & Listening Presentation of an extract of poem - analyse using PEEL/D structure (S & L/R)	<ul style="list-style-type: none"> • Enquiry • Adaptability • Resilience • Morality 	Texts from different cultures. Digital platform to present i.e Keynote, Prezie etc. Identify issues relating to Sustainability.	Encourage analytical response to any form of text visual, verbal or written. Practise individual presentations.
Maths focus:					
Shape and space- angles, geometry, 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 about shapes and mathematical drawings and use these in geometry	3D shapes Constructions Maps and scale drawing	Fortnightly quiz Revision based started activities White board plenaries			Parents can help practise numeracy and algebra skills and actively participate in learning all topics through myimaths.com
Science focus:					
Physics - Forces and Kinematics-Natalie Gowman					
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 * To communicate scientific information clearly and effectively, using scientific language, format and symbolic/visual representation	<ul style="list-style-type: none"> • Comprehension activities based on worksheets and textbook reading/questions • Class discussion, lecture and notes • Experimental work to investigate: • Measuring distancing and time to calculate speed • The effect of forces on speed • The effect of friction in particular, 	<ul style="list-style-type: none"> - homework tasks - classwork - quizzes - end of unit multiple choice and written test. 	Resilience, cooperation	Colaborative nature of scientific endeavour. The problems of obtaining evidence across international boundaries. phet.com online simulations for escape velocity and free body diagram animations Discussion of fuels for transportation including hydrogen powered vehicles, hybrids etc.	Parents could visit the following websites with their children to reinforce the ideas presented during lessons. www.yteach.co.uk www.bbcbitese.co.uk
Spanish focus:					
Comentarios de textos-Beatriz Vergara and Maria Teresa Betancourt					
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?

*Identificar tema, tesis, argumentos e intención social y política en diferentes tipos de textos. *Extraer los planteamientos centrales de las obras literarias leídas y justificar la respuesta dada.	Diferencian los medios de comunicación masiva de acuerdo con sus características formales y conceptuales, haciendo énfasis en el código, los recursos técnicos, el manejo de la información y los potenciales mecanismos de participación de la audiencia.	Comentar y debatir acerca de las obras literarias propuestas para el período.	Respeto a la palabra y a las ideas de los otros.	- Elaborar una crónica periodística y un noticiero. - Planear y desarrollar los borradores de un ensayo argumentativo propio y hacerle la edición correspondiente, cuidando la coherencia, cohesión, ortografía y normas de presentación. Ejercicios interactivos de gramática. http://www.ver-taal.com/gramatica.htm http://www.indiana.edu/~call/ejercicios.html http://aprenderespanol.org/ - Leer con sentido crítico obras literarias de autores latinoamericanos. -Establecer relaciones entre obras literarias latinoamericanas, procedentes de fuentes escritas y orales.	Los padres pueden hacer charlas cortas con sus hijos sobre películas vistas en casa, de ahí los estudiantes pueden practicar cómo hacer los comentarios orales y desarrollar habilidades comunicativas.
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History focus:					
Pearl Harbour, Hiroshima and Nagasaki - David Woodward and Niall O'Kane					
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?
Objective on Phidias: 4.9 Be able to describe aspects of the past from a range of sources (with rubric from IMYC) All objectives from unit: 4.2 Know that the study of history is concerned with the past in relation to the present 4.3 Know the history of the periods being studied 4.7 Be able to enquire into historical questions and their effects on people's lives 4.9 Be able to describe aspects of the past from a range of sources 4.16 Be able to describe how certain aspects of the past have been represented and interpreted in different ways 4.17 Develop an understanding of how historical sources can be different from and	See Task 2 p.53 Introduce students to the controversial decision taken by the US army to bomb the cities of Hiroshima and Nagasaki in 1945. Tell the story by using an image to illustrate the key incident and an account by a historian. (see resources for link) Task 3, p. 56 Students will research the responses of contemporary figures to study the different perspectives regarding the following key enquiry question: • Was the bombing of Hiroshima and Nagasaki justified? Divide the class into groups. Provide a range of source material and give each group a different contemporary figure	Task 2: Ask the students to prepare a PowerPoint presentation that will be submitted to 'The History Channel', about historical controversies. Give students the images used in introducing the topic and provide a structure for their presentation based on the key questions discussed in the class and the research carried out so far: • What do we mean by 'controversial'? Students must give a definition which refers to the impact of the event studied and to the different judgments which could arise. • Why is there controversy about the bombings? • Why did this controversial event take place?	Enquiry Adaptability Resilience Morality Communication Thoughtfulness Cooperation Respect	Putting yourself in other people's shoes and understanding situations from multiple perspectives Digital media for texts. Online research Word processing.PowerPoints shown on the Smartboard. Video snippets shown on Smartboard. Use of personal ipads to research chosen topics. Opportunity to present finding Ships and fuel. How much pollution generated by warships? Is there a call for nuclear power? Is nuclear much cleaner? Is the use of nuclear better for the environment? Unemployment - lack of jobs could lead to deforestation	http://education.nationalgeographic.com/education/multimedia/interactive/pearl-harbor/?ar_a=1 http://www.youtube.com/watch?v=4snGt1-ufMM http://www.neatorama.com/2007/05/28/the-truth-about-pearl-harbor/ http://www.thenewamerican.com/culture/history/item/4740-pearl-harbor-hawaii-was-surprised-fdr-was-not Parents to ensure that marking rubrics are being closely followed and all assignments are begun timeously so that stress is avoided the day before assignments are due

Geography focus:					
David Woodward and Niall O'Kane					
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?
Objective on phidias - 4.17 Be able to explain how geographical features and phenomena	1) Task 3- follow on from knowledge harvest with a) research activity 2 p.35	1) Ask students to share their images and discuss with the class what they	Through honing my skills in considering other peoples viewpoints and reflection. 1	International relief efforts and their long term legacies.	Please look at an atlas and locate the three largest deserts in the world. Then discuss

impact economic interactions between countries and regions	Show video (see resources) and make a table of facts versus opinions b) Research Activity 3 - discussion and summary table p. 37 and 38 2)Task 4: • Introduction: This sets the location and context to the enquiry. E.g.	interpret as the answer to what is happening to this place (from knowledge harvest) 2) Recording activity: Students will consider the viewpoints they saw in the video and note down: • The interpretations of events that they	will be able to applying these skills to my life and my relationships.	One to one electronic devices. Video editing Prezi, PowerPoint and Keynote Basic electronic research techniques. Electronic textbooks.	their proximity to places where you have lived.
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French focus:					
Interpretation of a fashion review-Monica Woodward and Marcela Castaño					
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>* To understand texts and dialogues related to fashion (clothes, shopping, dressing up for special occasions) including likes and dislikes and more than one time frame.</p> <p>* To be able to talk and write about themselves and others (express your own likes regarding clothes and fashion) using a range of vocabulary and grammar (more sophisticated words and three time frames)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To know the vocabulary of clothes: robe/jupe/pantalon/chemise/veste/sous-vêtements/chaussures/etc. To know the colours To know how to make grammatical agreements: adj/ noun To know the three simple tenses: présent, passé composé et futur proche. <p>Skills:</p> <ul style="list-style-type: none"> To use the vocabulary of clothes and 	<ul style="list-style-type: none"> A variety of written comprehension activities about famous people and what they like/don't like to wear. Drilling games about vocabulary and noun/adjective agreements. Describing what a famous person wears and giving my opinion. A small research about a French designer and how they have change the world of fashion. 	<ul style="list-style-type: none"> Peer assessment of a written task. A piece of writing about the clothes they like and how they adapt what they wear according to the context. 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 be able to act on their own moral standpoints. To be better able to recognise their value as individuals. To be able to consider and respect alternative points of view. 	<p>To learn about some iconic French designers</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. Be aware of sustainability issues in clothing Think about sustainable clothing solutions 	<p>Help your children revise the three tenses (present, past and future) in French. Manipulating the three tenses will help them write more varied and sophisticated pieces. It will also improve their overall comprehension. Write a list of some important verbs and use the technique cover, write, check.</p> <p>Use this website for further grammar revision: www.languagesonline.org.uk</p>

Sociales focus:					
CAUSAS Y CONSECUENCIAS DE LAS LUCHAS OBRERAS EN LOS SIGLOS XIX y XX-Edwin Garcia and Gonzalo Serna					
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>*Explicar el origen, desarrollo e implicaciones de las luchas obreras entre los siglos XIX y XX.</p>	<p>1. Identifica las causas que permitieron el origen de la clase obrera en el mundo industrializado europeo de finales de siglo XIX; 2. Explica la crítica que hace el "socialismo utópico" de finales de siglo XIX al capitalismo; 3. Analiza el papel del Estado dentro del contexto del naciente "capitalismo" del siglo XIX.</p>	<p>1. Leer y resumir algunos fragmentos del libro "Historia de la modernidad" de Eric Hobsbawm; 2. Identificar las palabras que no conozca y buscarlas en un diccionario especializado; 3. Elaborar un esquema sobre el fragmento que ha leído; 4. Buscar imágenes sobre las luchas obreras y relacionarlas con el fragmento que ha leído; 5. Realizar una investigación sobre las causas obreras del siglo XX, así como los principales organismos mundiales encargados de la vigilancia de los derechos y deberes de la clase obrera.</p>	<p>1. Participación en exposiciones y debates sobre las luchas obreras; 2. Elaboración de documentales sobre el papel del proletariado en la transformación de la historia de los pueblos de occidente; 3. Reconocimiento de los derechos de los obreros desde los principales Manifiestos obreros internacionales.</p>	<p>Identificación de la OIT como la organización encargada de proteger los derechos de los obreros en el mundo; reconocer el papel de la clase proletaria en el desarrollo de las regiones y países del mundo. Reconocimiento de los programas asistenciales a personas de escasos recursos (Cazuca).</p> <p>1. Smartboard; Ipads; 2. Videos de Youtube; 3. Programas para edición de sonido y video.</p> <p>1. Reconocer la importancia del movimiento obrero en la conservación de los hábitats en los que desarrollan su trabajo obrero.</p>	<p>1. Hablar sobre el régimen laboral ¿qué es un trabajo? ¿por qué existe el pago por una actividad laboral? ¿cuáles son los derechos y deberes del empleado? ¿qué es un manual de funciones? 2. Leer, ver y escuchar noticias en las que se hable sobre HUELGAS ¿cuáles son sus causas y sus consecuencias? 3. Es importante que el padre o madre de familia hable de su trabajo; asignación mensual, funciones y expectativa a futuro.</p>

Art focus:					
Contemporary Art-Jessica Murcia					
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>*To examine the work of prominent contemporary artists that use appropriation in their work. .</p>	<p>Review Art History from the first artistic manifestations to Contemporary Art. Watch the documentary "Wasteland"</p>	<p>- Written report of the documentary "Wasteland" (2010). -Studio work (visual interpretation of that</p>	<p>- Be able to ask and consider searching questions related to the work of prominent contemporary artists.</p>	<p>Reflect on the technical and communication challenges contemporary artists face when creating their work.</p>	<p>Take children to museums and art galleries. Encourage children to think outside of the box by discussing the work of artists.</p>

*To recognize and acknowledge the evolution of art forms from the 19th, 20th, and 21st Centuries, and the role of interpretation in this evolution.	(2010), directed by Lucy Walker, documenting Vik Muniz project in Jardim Gramacho, Rio de Janeiro. Choose a topic or character from any of the subjects they are studying, and choose non-conventional materials to create an interpretation of Vik Muniz's work.	theme). -Creation of piece of contemporary art. - Creation of a time-lapse, stop-motion animation of the process.	- Be able to plan and carry out investigation related to these questions.	- Use of laptops and apps for the creation of time-lapse and stop-motion animations, such as iMovie and Flipagram. -Smartboard presentations - Reflection on the role of new media in artistic creation and its impact on the environment.	
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PE 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?
* Desarrollo de los fundamentos básicos para la práctica del Voleibol. * Ejecutar los diferentes fundamentos para el mejoramiento de la práctica del voleibol: Golpe de dedos hacia atrás. * Desarrollar las capacidades físicas como la velocidad, reacción, orientación, agilidad, mediante el juego.	- Posiciones básicas. - Golpe alto de dedos - Movimientos básicos del lanzamiento de bala. - Juegos de velocidad y reacción.	1. Ejecuta pases de acuerdo a la distancia, altura y superficie de contacto demostrando seguridad y control en la ejecución. 2. Recepciona el balón con diferentes superficies de contacto mostrando adecuado control corporal.	Comunicación - Trabajo en equipo - Respeto - Cooperación - Adaptabilidad	Los alumnos vivenciarán y darán nuevas reglas para la práctica del hockey en césped. Grabar en vídeo algunas sesiones y después seleccionar unos fragmentos que recojan los errores técnicos y tácticos que se cometen con mayor frecuencia. Participar, de forma habitual y sistemática en actividades físicas y deportiva adecuadas a sus necesidades, adoptando hábitos saludables (alimentación, descanso, higiene..) con el fin de mejorar su calidad de vida y utilizando esta práctica como medida importante para el ocio, mostrando actitudes de tolerancia y respeto.	Los padres deben recomendar a los hijos la importancia de practicar un deporte, mantener hábitos saludables de alimentación, desarrollar actitudes y comportamientos de cooperación, respeto, solidaridad y tolerancia en las relaciones con los demás, manteniendo una actitud objetiva, crítica y de superación. Es importante compartir las actividades lúdicas con sus hijos por lo menos una vez por semana.

LAKUA 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?
Know how to write a competition entry, a contribution and a proposal. *Be able to write a competition entry, a contribution and a proposal. Show understanding of the basic requirements to write a competition entry, a contribution and	Getting familiar with what each writing task is about. Researching the basic requirements for each writing task. Getting familiar with a CAE writing question.	Short presentations on the requirements for each writing task. Planning and writing each writing task.	Be able to ask and consider searching questions related to the area of study. Be able to plan and carry out investigations related to these questions. Be able to suggest and explore new roles, ideas and strategies.	Give students the opportunity to become more aware of the way their peers work so as to improve relationships. iPads to reasearch. Programs to prepare visual presentations Smart board CAE writing questions associated to any sustainability idea.	Make sure children are familiar with the requirements of each writing task. Encourage children to submit writing tasks ahead intime so that they can benefit from feedback before the final submission.

SSL 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?
* To understand dialogues related to fashion (clothes, shopping, dressing up for special occasions) including likes and dislikes and more than one time frame. * To understand texts related to fashion (clothes, shopping, dressing up for special occasions) including likes and dislikes and more than one time frame. * To be able to talk about themselves and others (express your own likes regarding clothes and fashion) using a range of vocabulary and grammar (more sophisticated words and three time frames) * To be able to write about themselves and	Interpretación o traducción de una reseña de moda Usar adecuadamente el vocabulario relacionado con colores y prendas de vestir	<ul style="list-style-type: none"> Peer assessment of a written task. A piece of writing about the clothes they like and how they adapt what they wear according to the context. 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 be able to act on their own moral standpoints. To be better able to recognise their value as individuals. To be able to consider and respect alternative points of view. 	To learn about some iconic Latin American designers Power Point Online dictionaries and language resources. I Pad applications Smart Board <ul style="list-style-type: none"> Be aware of sustainability issues in clothing Think about sustainable clothing solutions 	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 assignments. There is also a very good webpage where they can practice what they learn in the classroom: http://aprenderespanol.org

Computer Science focus:	La moda-German Buritica				
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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 manipulate, combine and present different forms of information from different sources in an organised and efficient way</p> <p>Be able to communicate effectively using a range of digital tools including online environments</p> <p>Be able to gather and interrogate information by framing questions appropriately</p> <p>Be able to interpret their findings and identify whether their findings are valid</p> <p>Develop an understanding that the quality of information affects the results of any enquiry</p> <p>Be able to design, create, use and evaluate creative digital solutions for</p>	<p>Research and interpret data in order to make sense of truth and facts, such as cultural, religious and personal beliefs, circumstances and viewpoint</p> <p>Develop an understanding of the use of data handling software to handle data that has been researched</p> <p>Present data through a series of web pages using HTML and CSS</p>	<p>Make use of tables and graphs to better understand data and trends.</p> <p>Analyse data and present it through appropriate tables and graphs</p> <p>Create a web page using HTML and CSS code to present information gathered through research</p>	<p>Considering the climate change debate, how does the interpretation of climate data impact peoples' conclusions.</p> <p>Different news channels report on the same events in very different manners based on the same reports and evidence. Why do you think this is?</p>	<p>Do all countries and cultures interpret data/information in the same way? What reasons would there be to interpret things differently?</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 the misinterpretation of data have an effect on how we view climate change across the world, or disease and crime statistics in different regions of the world.</p>	<p>Offer support in creating tables and graphs, both in written and electronic form.</p> <p>Encourage children to always search for truth and to be able to think outside of the box.</p>

Cultura Colombiana 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>*Know what Natural Resources Colombia has at its disposal.</p> <p>*Know what Colombia's Official and Unofficial symbols are.</p> <p>To be able to extrapolate other unofficial symbols that characterize the country.</p> <p>To be able to differentiate between renewable and non-renewable resources.</p> <p>To be able to use the language of explanation and description to discuss Colombia's resources and symbols.</p>	<p>-Students will do a treasure hunt activity in which they will ask other teachers and students about Colombia's unofficial national symbols.</p> <p>-Students will do research on the different types of natural resources that Colombia has.</p> <p>-Students will do a debate on topics related to Colombia and its use of natural resources.</p> <p>-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</p> <p>Be able to relate the conclusions to wider issues</p> <p>Be able to be at ease with themselves in a variety of situations</p> <p>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.</p> <p>Students can use surveys, video editing software, social media, and other forms of online interaction in order to promote their products and unofficial symbols.</p> <p>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.</p> <p>Additionally, parents can help students brainstorm, rehearse, or prepare their ad campaign for a typical colombian product.</p>