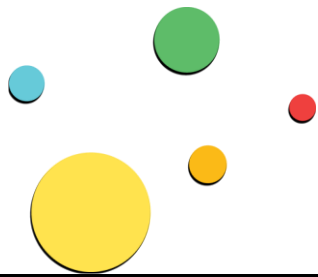
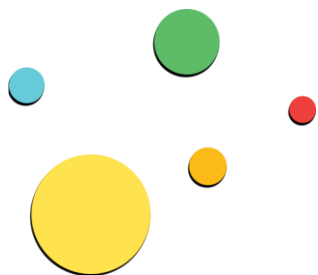


**Straits International School Rawang
Curriculum Overview
Year 9 Autumn Term 1 2024/2025**

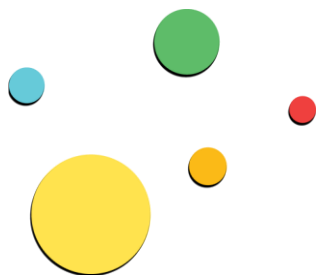
Autumn - Term 2	What are we learning?	What KUS will we gain?	What will excellence look like?
Mathematics	Reviewing of number concepts Making sense of algebra Lines, angles and shapes.	Identifying and classifying different types of numbers, finding common factors and multiples of a numbers, writing numbers as product and using the product to find the LCM, HCF. Demonstrate the meaning of indices and the application of laws and perform calculations involving powers and roots. Simplifying, expanding algebraic expressions. Recognising, classifying the angles and calculate using properties of lines, angles and shapes.	Ability to review number concepts and work with higher powers and roots, to round and estimate approximate answers, simplify complex expressions and to use mathematical reasoning to proof angles properties in a shape.
How will this be assessed?		Class discussions, mental maths, minor and major assessments termly	



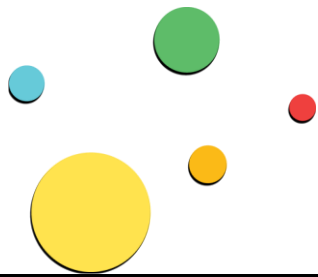
First Language English	Non-Fiction Reading	<p>Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts; Develop interpretations of texts, supporting points with detailed textual evidence; Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias; Develop precise, perceptive analysis of how language is used; Understand how words are used for different purposes; Recognise ways in which writers use different registers and other methods to communicate with their audience; Demonstrate understanding of the impact of vocabulary on meaning through the selection of appropriate quotations; Understand the differences between formal and informal style; Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organisational choices; Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts; Demonstrate understanding of the features of a wider range of non-fiction and media texts; Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes.</p>	<p>Excellence looks like being able to identify and explore explicit and implicit information in a text, with appropriate use of textual evidence to support statements and analyses. Students will be able to write a detailed analysis of a non-fiction text, zooming into language and structural techniques and their effects. Students will be able to deal confidently with texts they have never seen before and comment on them with their own opinions and inferences.</p>
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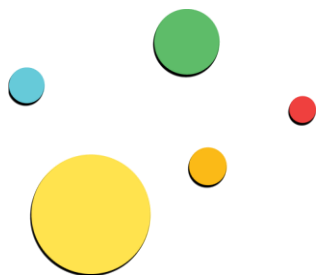
English as a Second Language	Views and voices	Listen to students' views on talking in class and give your own views; read views on what it is like to be a teenager; listen to students talking about role models and give your own views; listen to a conversation about stereotypes of teenagers and give your own views; read two reports of the same event and compare them; learn about and discuss what makes a good presentation; write an email to a friend; learn to interpret a photo or give a presentation on teenage life; read extracts from an autobiography.	Give a speech about learning strategies; listen to and discuss about role models and give views; compare two news reports of the same event; write an email to a friend asking for help with a school project; interpret and give a written account of pictures given; give a presentation on teenage life.
How will this be assessed?		<p>FLE: A short analytical essay on an unseen non-fiction text.</p> <p>ESL: Teacher/self-assessment, presentation, speaking tasks, projects, group work.</p>	
English as an Additional Language (EAL)	Views and Voices	Students will explore effective learning strategies, share opinions on classroom discussions, and listen to diverse viewpoints. They will develop skills in writing magazine articles and collaborate on topics related to teenage psychology. Through reading, students will analyse texts about teenagers, answer comprehension questions, and practice making inferences. In grammar, they will focus on the	Students will be able to effectively employ a variety of learning strategies, confidently express and support their opinions in classroom discussions, and actively listen to and consider diverse perspectives. They will be adept at writing well-structured magazine articles and collaboratively engaging in discussions on teenage psychology. In reading, they will demonstrate strong comprehension skills by accurately answering questions, making insightful inferences, and



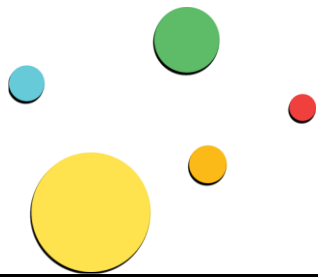
		present simple and present continuous tenses, as well as their passive forms. Additionally, students will enhance their listening skills by identifying specific information and understanding opinions and expand their vocabulary by learning new words in context.	expanding their vocabulary through context. In grammar, they will proficiently use the present simple and present continuous tenses, including their passive forms. Additionally, they will excel in listening for specific information and understanding different viewpoints.
How will this be assessed?		Quiz, assessment, projects, presentations, group work and speaking activities.	
Science	B1 Characteristics of living organisms B2 Cells C1 States of matter	In Unit 1 and 2 of Biology, students will learn to describe the characteristics of living organisms by defining movement, respiration, sensitivity, growth, reproduction, excretion and nutrition, Describe and compare the structure of a plant cell with an animal cell, describe the structure of a bacterial cell, identify and describe the functions of the cell structures, State that specialised cells have specific functions, limited to root hair cell, red blood cell and palisade mesophyll cell and calculate magnification and size of biological specimens. In Unit 1 of Chemistry, students will state the distinguishing properties of solids, liquids and gases, describe changes of state in terms of melting, boiling, evaporating, freezing and condensing, describe the effects of temperature and pressure on the volume of a gas and explain changes of state in terms of kinetic particle theory	Students will be able to: <ol style="list-style-type: none"> 1. State and define all 7 characteristics of living things 2. Draw, label and differentiate animal, plant and bacterial cell. 3. Identify and state the function of specialised plant and animal cell 4. Calculate the magnification and size of biological cell using the formula: <i>magnification = image size/actual size</i> 5. List properties of solid, liquid and gas in terms of particle separation, arrangement and motion 6. Identify changes in states of matter based on the scenario provided 7. Explain how movement of particles changes as temperature change and how does cause a change in pressure.
How will this be assessed?		Quiz, group work and minor assessment	



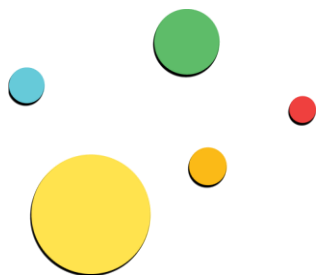
Humanities History	The long-term and short-term causes of World War I and the war until 1915	By studying the causes of World War I, Year 9 students learn about both the long-term factors, such as militarism, alliances, imperialism, and nationalism, and the short-term triggers, like the assassination of Archduke Franz Ferdinand. They explore the reasons why people were recruited to fight, including patriotism, duty, and economic factors. Students also examine the experiences of conscientious objectors who refused to fight due to moral or religious beliefs, and they delve into specific cases like that of Harry Farr, a soldier who was executed for cowardice. The events up to 1916 provide a timeline of the war's early years, helping students understand the impact of the war on soldiers and society.	Excellence in this area looks like a deep understanding of the complex causes of the war and the ability to connect these causes to the broader historical context. Students should be able to explain why individuals made different choices during the war, such as enlisting or objecting, and how these choices were influenced by societal pressures and personal beliefs. They should also demonstrate empathy and critical thinking by analysing the harsh realities faced by soldiers like Harry Farr and making well-supported judgments about the fairness of his execution.
How will this be assessed?		Structured Questions and the minor assessment window	
ICT	<u>Networks and Digital communication</u>	<p>Knowledge: Understanding different network structures and analyse the advantages and disadvantages of each structure, as well as multimedia production tools.</p> <p>Understanding: The impact of network design on performance and the effectiveness of digital content.</p>	<p>Ability to explain the key features and uses of different network topologies with examples.</p> <p>Ability to create a multimedia site with engaging content. Effective use of multimedia to complement the news stories.</p>



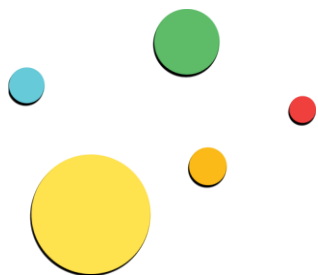
		<p>Skills: Designing and implementing network topologies and creating professional multimedia content such as news stories and videos.</p>	
How will this be assessed?		<p>Network: Case study analysis to recommend and justify the best topology.</p> <p>Digital Communication: Technical Proficiency, the effective use of multimedia tools, including video editing, sound integration, and platform design.</p> <p>Minor Assessment</p>	
Malay Language	Perayaan dan Majlis Istimewa	<p>Students will learn about the cultural significance, vocabulary, and customs associated with various celebrations and special occasions worldwide. They will apply this new vocabulary in both spoken and written contexts, develop skills to compare different celebrations, and use tatabahasa Kata Bilangan correctly. Through this exploration, students will gain an appreciation for cultural diversity, recognizing how celebrations reflect social and religious values and contribute to both community and global identity.</p>	<ul style="list-style-type: none"> • Accurate use of a wide range of celebration-related vocabulary. • Correct use of Kata Bilangan (quantifiers) in sentences. • Ability to write a comprehensive blog about festivals in Malaysia. • Clear articulation of the connections between celebrations, social values, and community identity.
How will this be assessed?		Vocabulary test, written assignments, class participation.	
Mandarin	Advance: 技术和科技创新	<p>Advance: 在这单元学生将学习以及掌握有关技术和科技的课题。通通过与科技相关的文章让学生不仅仅掌握该词汇与语法，同时能够理解和了解科技在人类的日常生活和环境中扮演的角色与给予的影响。</p>	<p>Advance: 学生阅读文章如：《爸爸看手机——所引发的热议》、《可食用的包装袋——海藻包装袋》、关《关于机器人换人的思考》，通过文章探讨内容从而提升学生的写作技巧，同时训练学生的口语以及听力能力。</p> <p>Beginner: Excellence in Year 9 Mandarin on the "relatives and family" topic means mastering complex vocabulary and grammar, including detailed and nuanced discussions about</p>



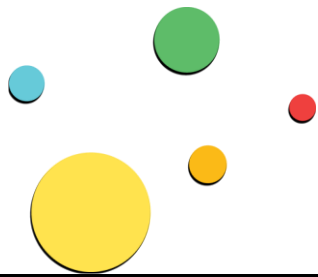
	Beginner: Relatives	<p>Beginner: In Year 9 Mandarin, the topic "relatives" will be assessed through three key areas: Knowledge, Understanding, and Skills (KUS):</p> <ul style="list-style-type: none">• Knowledge: Students will expand their vocabulary related to family members, including extended family, and improve their recognition and writing of more complex Chinese characters. They'll also deepen their understanding of advanced grammar structures, such as relative clauses and comparative phrases, to describe family dynamics.• Understanding: Students will gain a deeper cultural insight into Chinese family traditions, values, and the significance of family in Chinese society. They'll be able to construct more complex sentences, discussing family roles, relationships, and generational differences, reflecting a mature understanding of these concepts.• Skills: Listening skills will be enhanced to understand detailed and nuanced discussions about family. Speaking skills will focus on fluently discussing both immediate and extended family with accurate pronunciation. Reading skills will be developed through comprehending advanced texts about families. Writing skills	extended family. Students will demonstrate deep cultural understanding, fluently speaking with accurate pronunciation, and reading and comprehending advanced texts. They will also write well-structured, detailed essays or descriptions about family, showcasing both linguistic precision and cultural insight. Excellence reflects a student's ability to communicate confidently and effectively about family dynamics in Mandarin.
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		will involve crafting detailed descriptions or short essays about family, integrating appropriate vocabulary, grammar, and cultural references.	
How will this be assessed?		Group discussion, homework, assessment, research.	
Art & Design	Gustav Klimt – Rubber Stamp & Postcard – Lady with Fan	In this unit, students will explore the art of Gustav Klimt, focusing on his use of symbolism, intricate patterns, and vibrant colours, particularly in his famous work <i>Lady with Fan</i> . They will study Klimt’s role in the Art Nouveau movement, gaining insights into how he used shapes, symbols, and designs to convey deeper meanings. Students will apply this knowledge in two creative tasks: designing and carving a 3cm x 3cm rubber stamp featuring a personal symbol inspired by Klimt’s style and creating a postcard painting influenced by the patterns and colours in <i>Lady with Fan</i> . These activities will help students develop technical skills in both stamp-making and painting, as well as an understanding of mixed media techniques. By the end of the unit, students will have gained a deeper appreciation for art history and enhanced their ability to design, plan, and execute personal symbols and visual expressions in their artwork.	Excellence will be demonstrated by a well-researched understanding of Gustav Klimt's style and the historical significance of his work. Students will create original, thoughtfully designed symbols that reflect personal themes and inspirations, clearly influenced by Klimt. The rubber stamp design and postcard painting will show high-quality execution, showcasing technical skill in carving, painting, and patternmaking. Creative use of colour and texture, with attention to detail similar to Klimt’s work, will be key. Additionally, students will effectively present their final artwork, providing clear explanations of their design process and artistic choices.
How will this be assessed?		Presentation and Minor Assessment <ul style="list-style-type: none"> • Presentation: Students will present their artwork (rubber stamp and postcard) and explain their creative process and influences. 	



		<ul style="list-style-type: none"> ● Assessment Criteria: <ul style="list-style-type: none"> ○ Creativity and originality of personal symbols. ○ Quality and precision of the rubber stamp and postcard painting. ○ Understanding of Gustav Klimt's style and effective incorporation of his techniques. ○ Effort and attention to detail in both tasks. 	
Music	Commercial Music	<p>In this unit, students are going to explore and manipulate the elements of music and stylistic conventions to improvise, compose, and perform music. Students will use evidence from listening and analysis to interpret and compose, demonstrating technical and expressive skills. Students will be able to use music terminology and symbols to recognise, describe, and notate their own products. Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their advertisements. Students will also evaluate the product and make sure their music composition communicates their ideas and intentions as a composer.</p>	<p>Students will demonstrate an awareness of the connection between music and marketing, effectively utilize music technology in various settings, and create and perform a short composition using appropriate music terminology.</p>
How will this be assessed?		Jingle composition	
PE	9S- Badminton 9R- Athletics	<p>Badminton:</p> <p>Students will develop a solid understanding of key badminton skills, including serving, lob, drop, smash, drive net and lift shots. They will learn how to</p>	<p>Badminton:</p> <ul style="list-style-type: none"> ● Serving: Consistently accurate serves with precise placement, using a variety of serves (high, low, flick) to keep opponents off balance.



		<p>execute these techniques with precision, improving their overall gameplay and strategy on the court. By mastering these skills, students will enhance their agility, hand-eye coordination, and ability to anticipate their opponent's moves.</p> <p>Athletics:</p> <p>Students will gain knowledge and practical experience in various athletic disciplines, including running, jumping, and throwing events. They will learn the fundamentals of each event, focusing on proper technique, form, and the importance of physical conditioning. Through these activities, students will improve their speed, strength, endurance, and coordination, which are essential for overall athletic performance.</p>	<ul style="list-style-type: none"> • Lob: Ability to execute high and deep lobs that push opponents to the back of the court, setting up offensive opportunities. • Drop: Demonstrating control and finesse with drop shots that land close to the net, forcing the opponent to move forward quickly. • Lift: Effective lifts that transition from defense to offense, placing the shuttlecock in challenging positions for the opponent. • Gameplay: Students are able to do precise shots to move their opponents around the court. <p>Athletics:</p> <ul style="list-style-type: none"> • Running: Demonstrating exceptional speed, endurance, and efficient technique, with strong starts, smooth transitions, and powerful finishes. • Jumping: Mastery of techniques, showing strong take-off power, good body control in the air, and precise landings. • Throwing: Displaying superior strength and technique in events like shot put, discus, or javelin, with consistently long and accurate throws.
<p>How will this be assessed?</p>		<p>Badminton- students will be assessed on the skills of serving, lob, lift, net, gameplay Athletics- students will be assessed on running, jumping and throwing events</p>	