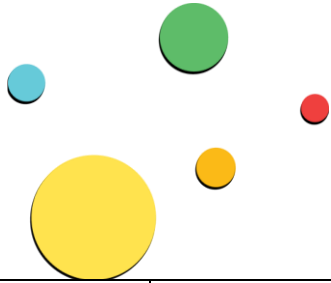


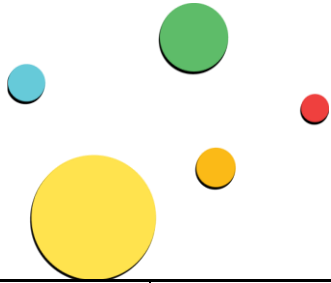
**Straits International School Rawang
Curriculum Overview
Year 9 Autumn Term 1.2 2024/2025**



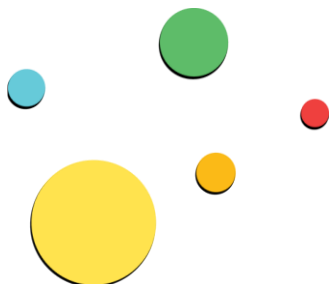
Autumn - Term 1.2	What are we learning?	What KUS will we gain?	What will excellence look like?
Mathematics	<p>UNIT 5 Fractions, Percentages and Standard Form</p> <p>UNIT 6 Equations, Factors, and Formulae</p> <p>UNIT 7 Perimeter Area and Volume</p>	<p>Students will learn how to find equivalent fractions and simplify them. Explore operations involving fractions and mixed numbers, including addition, subtraction, multiplication, and division. Additionally, find fractions of numbers and determine one number as a percentage of another, calculating percentage increases and decreases, as well as how to increase and decrease values by a given percentage. Furthermore, reverse percentages will be explained, introduces the use of standard form and how to perform calculations using values in standard form.</p> <p>Students also will be learning solve linear equations with the unknown is a power, factorise algebraic expressions, and rearrange formula to change the subject. Learn to calculate areas and perimeters of</p>	<p>Excellence in the listed topic will clearly explain the steps be rearranging the subjects when have unknowns in both sides. Master calculating areas, perimeters, and volumes of various compound geometric shapes.</p>



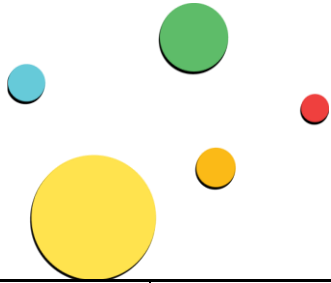
		<p>two-dimensional shapes and shapes that can be separated into simpler forms. Also, explore how to calculate areas and circumferences of circles, as well as areas and perimeters of circular sectors. This chapter covers using nets for three-dimensional solids, and calculating the volumes and surface areas of solids, including pyramids, cones, and spheres.</p>	
<p>How will this be assessed?</p>		<p>Class discussions, mental maths, major assessments.</p>	
<p>First Language English</p>	<p>Descriptive & Narrative Writing</p>	<p>Use the editing, proofreading, and reviewing process to evaluate effectiveness and impact on the reader; link ideas and planning to task, purpose, and audience; shape reader response through varied vocabulary; add detail, tension, and climax in narratives with conscious vocabulary choices; establish and sustain character, point of view, and voice; develop a range of registers and a personal voice; extend and appropriately use language; craft language within and between paragraphs; control sentence types for desired effects; use sentence features like embedded clauses for clarity and</p>	<p>Excellence in descriptive and narrative writing includes: an engaging introduction that grabs attention; vivid use of sensory language to create imagery; detailed descriptions that evoke emotion and atmosphere; a well-structured plot with smooth transitions; believable, well-rounded characters; varied sentence structure for enhanced flow; realistic dialogue that advances the plot or reveals character traits; consistent point of view; originality and creativity that avoid clichés; a cohesive conclusion that ties the narrative together meaningfully; precise and sophisticated vocabulary; accurate grammar</p>



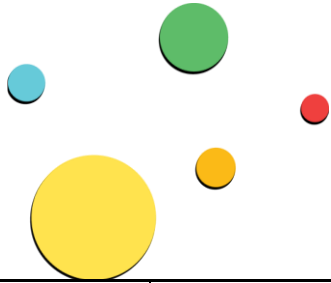
		cohesion; adapt phrases and sentences to create effects; apply punctuation and grammar to enhance meaning and cohesion; spell correctly, including complex words, and correct spelling errors when needed.	and punctuation; and a clear theme or message that resonates with readers.
How will this be assessed?		Regular teacher, peer & self-assessments. Major assessment – creative writing task.	
English as a Second Language	Tourism	Talk about past and future holidays; read a teenager's blog about a holiday in Italy; describe a holiday where not everything went well; learn about 'responsible tourism', compare two volunteer holidays; prepare for and have a debate on tourism; write a travel blog; give a presentation; read a chapter from 'The Summer Book' by Tove Jansson.	Learners can give and justify opinions about holidays; think of and discuss a holiday for friends visiting their country; listen to and recognise inconsistencies; role-play an interview; understand implied meaning; discuss tourism in a debate; use appropriate style, register and layout for a blogpost; write a report; discuss the characters of a novel.
How will this be assessed?		Teacher/self-assessment, presentation, speaking tasks, projects, group work	
English as an Additional Language (EAL)	Technology	In this unit, students will explore the impact of steam trains and the communication revolution through reading, listening, and watching a short video. They will learn and practice the past simple tense, focusing on the <i>be</i> form and irregular verbs, while discussing the differences in technology between now and their parents' childhoods. Students will read an article on technophobia and be guided on writing personal profiles. New vocabulary related to the topic will be introduced,	Students will demonstrate a thorough understanding of the past simple tense, confidently using both the <i>be</i> form and irregular verbs in their writing and speaking. They will articulate clear and thoughtful comparisons between current technology and that of their parents' generation. Their reading of the article on technophobia will reflect strong comprehension and critical thinking, and their personal profile will be well-structured and engaging, incorporating new vocabulary accurately. In group discussions, they will effectively describe past



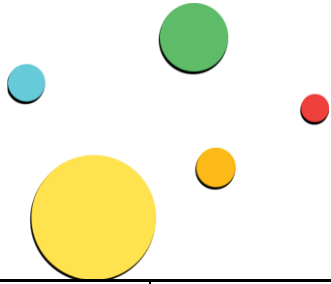
		and group speaking activities will focus on describing past events. The unit will conclude with tips on personal online safety and discussions on cyberbullying, where students will share their opinions.	events with fluency and detail. Additionally, they will show a deep awareness of personal online safety and offer insightful, respectful opinions on cyberbullying during class discussions.
How will this be assessed?		Teacher/self-assessment, presentation, speaking tasks, projects, group work	
Science	C3 Stoichiometry P1 Motion, forces & energy	<p>In Unit 3 of Chemistry, students will learn to form chemical formulas and compounds, stating the formula of a compound using model or diagrammatic representation, construct word equation using symbols and balancing chemical equation.</p> <p>In Unit 1 of Physics, students will explore accurate techniques of measuring volume, length and time, define and calculate speed, define and calculate acceleration, differentiate speed-time graph and distance-time graph, define and calculate weight, define and calculate density, identify different forces, calculate resultant force and identify balanced forces acting on an object.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. State the formulas of the elements and compounds 2. Define the molecular formula of a compound as the number and type of atoms in one molecule 3. Deduce the formula of a simple molecular compound from the relative numbers of atoms present in a model or a diagrammatic representation 4. Construct word equations to show how reactants form products 5. Balance and interpret simple symbol equations, including state symbols 6. Describe the use of rulers and measuring cylinders to find a length or a volume 7. Describe how to measure a variety of time intervals using clocks and digital timers 8. Determine an average value for a small distance and for a short interval of time



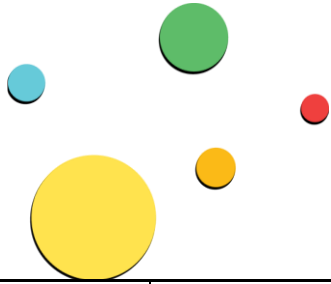
			<p>9. Define speed as distance travelled per unit time; recall and use the equation $v = s t$</p> <p>10. Recall and use the equation average speed = total distance travelled total time taken</p> <p>11. Sketch, plot and interpret distance–time and speed–time graphs</p> <p>12. Define acceleration for an object moving in a straight line as change in speed per unit time; recall and use the equation $a = \Delta v/\Delta t$</p> <p>13. Define gravitational field strength g as the gravitational force per unit mass; recall and use the equation $g = W/m$</p> <p>14. Define density as mass per unit volume; recall and use the equation $\rho = m/V$</p> <p>15. Know that forces may produce changes in the size, shape and motion of an object</p> <p>16. Recall and use the equation $F = ma$ and know that the resultant force and the acceleration are in the same direction</p>
How will this be assessed?		Quiz, presentation, group work and major assessment	
History		Students will gain knowledge of the lead-up to World War I, including the causes and reasons for joining up. They will learn about the harsh conditions soldiers faced in the trenches, the	Excellence in this study looks like a student being able to explain the complex causes of World War I and analyse how different factors influenced soldier recruitment and experiences in the trenches. They should be able to



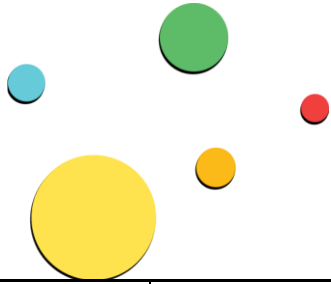
		<p>different strategies of trench warfare, and the impact of weapons used during the war. Students will also explore the experiences of conscientious objectors like Harry Farr, the role of medical advancements during the war, and how soldiers from the British Empire contributed. Additionally, they will understand the impact of the war on civilians through the Home Front, the significance of Poppy Day, and the consequences of the Treaty of Versailles.</p>	<p>compare the various weapons and their effects on warfare and evaluate the moral debates surrounding conscientious objectors. They should also demonstrate an understanding of the war's broader social impacts, including how medicine evolved and how both soldiers and civilians contributed to the war effort, using specific examples like the Treaty of Versailles to explain how the war shaped the future of international relations.</p>
<p>How will this be assessed?</p>		<p>Source Analysis, Extended Writing and the Major Assessment</p>	
<p>Enterprise</p>	<p>Business plan</p>	<p>Knowledge - Students will learn about the different sections of a business plan. Students will understand the value of a business plan as a tool for planning, decision-making, and securing funding.</p> <p>Understanding - Students will gain a basic understanding of entrepreneurship and the challenges and rewards involved in starting a business. Students will understand the steps involved in creating a business plan and the risks and potential rewards associated with starting a business.</p>	<p>Students can clearly define and explain the components of a business plan, providing examples for each section. They can apply business plan concepts to a variety of scenarios, including different types of businesses and industries. Students can make informed decisions based on their understanding of business planning principles.</p>



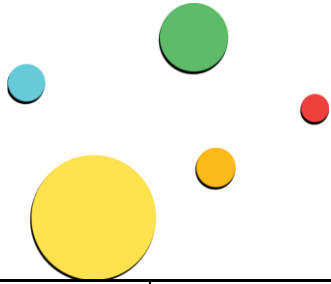
		<p>Skills - Students will develop the ability to analyze market trends, identify opportunities, and assess risks. Students will learn how to identify problems and develop solutions within the context of a business plan.</p>	
How will this be assessed?		Quiz, worksheets, presentation, individual tasks, projects, group work & written assessments	
ICT	Managing Data	<p>Knowledge: Students will learn about key concepts of spreadsheets, databases, and systems, including cells, formulas, tables, records, data types, and relationships. They will explore how these tools can be used to store, organize, and analyze data.</p> <p>Understanding: Students will understand how spreadsheets can model real-life systems, how databases organize data efficiently, and the role of both in decision-making processes. They will learn to evaluate pre-existing spreadsheets to improve accuracy, efficiency, and usability.</p> <p>Skills: Students will develop skills in creating spreadsheets and databases, applying formulas, using queries, visualizing data with charts, and building systems that solve real-world problems.</p>	<p>Excellence is measured by the student's ability to design optimized, well-structured spreadsheets and databases, create advanced systems, use complex queries and formulas, automate calculations, derive insights, and improve existing solutions for usability and efficiency.</p>



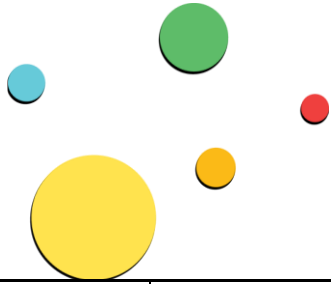
		They will also practice evaluating and enhancing pre-existing systems.	
How will this be assessed?		Problem solving using spreadsheet Quiz on database terms Major Assessment	
Malay Language	Unit 14: Pelancongan dan Pengangkutan	In Unit 14, students will gain knowledge of vocabulary related to tourism and transportation, such as different types of transport and tourist activities. They will develop an understanding of the impact of tourism on the environment, economy, and culture, as well as the role transportation plays in supporting tourism. Students will enhance their skills in discussing travel plans, writing travel-related documents, and solving problems like transportation delays. This unit also encourages critical thinking about the sustainability of tourism and its effects on local communities.	<ul style="list-style-type: none"> • Confident and fluent use of a wide range of tourism and transportation vocabulary. • Engaging in detailed discussions and role-plays about travel plans and transport options. • Demonstrating a deep understanding of tourism's impact on the environment, economy, and culture. • Producing clear, well-structured written tasks (e.g., itineraries, brochures) with minimal errors. • Displaying strong problem-solving skills to address travel-related challenges.
How will this be assessed?		Speaking Assessments, Written Tasks, Comprehension Tests, Class Discussions	
Mandarin	Advance: 风俗与传统 Intermediate:	Advanced: 在这个单元, 学生将学习关于中国风俗与传统的课题。学生通过阅读文章展开进行讨论。	Advanced: <ul style="list-style-type: none"> • 听懂关于风俗与传统的短文或文章, 能捕捉文内容中主要传达的信息。



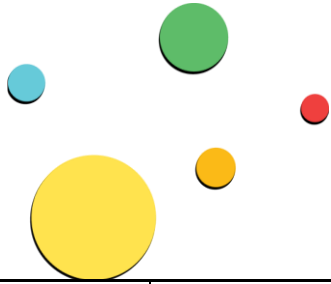
	<p>School & Learning Chinese</p>	<p>Intermediate: In Term 1.2 of Year 9 Mandarin as a Foreign Language, students will focus on the themes of School and Learning Chinese. These units aim to develop essential Knowledge, Understanding, and Skills (KUS) in various areas.</p> <p>Knowledge: Students will acquire vocabulary related to school subjects, classroom objects, and daily routines. They will learn key phrases for discussing their preferences and experiences in school, including terms for teachers, classrooms, and school activities.</p> <p>Understanding: Students will gain insights into the Chinese education system, comparing it to their own experiences. They will explore cultural aspects of learning in China, including classroom etiquette and the significance of education in Chinese society.</p> <p>Skills: Through interactive activities, students will enhance their listening, speaking, reading, and writing abilities in Mandarin. They will practice constructing sentences and engaging in conversations about their school life. Additionally, they will develop skills in using Mandarin for real-life scenarios, such as asking questions and</p>	<ul style="list-style-type: none">• 运用所学习的词汇和语法，谈论自己的自己以及身边所接触或未接触的风俗和传统的仪式。• 掌握各类文章的写法，准确地表达自己的观点。 <p>Intermediate: Excellence in Year 9 Mandarin as a Foreign Language during Term 1.2 will be characterized by:</p> <ol style="list-style-type: none">1. Fluency in Communication: Students will speak confidently about their school experiences using appropriate vocabulary and grammar.2. Listening and Comprehension: They will understand spoken Mandarin in various contexts, accurately interpreting and responding to questions.3. Written Expression: Students will produce clear and well-structured written work that conveys their ideas effectively, using correct grammar and varied vocabulary.4. Cultural Awareness: They will demonstrate an understanding of the differences between their educational experiences and those in China, showing respect for Chinese culture.
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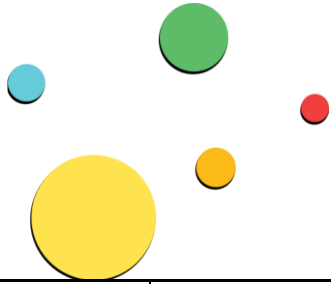
		expressing opinions. By the end of the term, students will be better equipped to communicate effectively in Mandarin while deepening their appreciation for the language and culture.	<p>5. Active Participation: Students will engage in class discussions, collaborate effectively in group work, and take initiative in their learning.</p> <p>6. Reflection and Growth: They will self-assess their progress, set learning goals, and seek feedback to improve their Mandarin skills continuously.</p> <p>Overall, excellence will encompass linguistic proficiency, cultural appreciation, and active engagement.</p>
How will this be assessed?			
Art & Design	Underwater Symphony: A Colorful Journey through Warhol and Hokusai	Students will learn mixed media techniques by exploring Andy Warhol's and Katsushika Hokusai's styles. They will use bright acrylic paints for eye-catching sea creatures and ink wash techniques for a flowing underwater background. This project boosts creativity, critical thinking, and technical skills, helping students express their artistic ideas effectively.	Students will show their skills by using acrylic paints to create bright sea creatures in Warhol's pop art style and ink wash techniques for a smooth underwater background inspired by Hokusai. Their work will be original and creative, with attention to detail, reflecting growth through self-assessment and feedback.
How will this be assessed?		Presentation and Major Assessment	
Music	Commercial Music II	In this unit, students will delve deeper into the topic of commercial music. By the end of the term, they will be able to use music terminology and symbols to recognize, describe, and notate their own compositions. Students will identify and analyze	At the end of the unit, students will demonstrate an understanding of the relationship between music and marketing, along with the ability to effectively utilize music technology in the completion of their projects.



		how various elements of music are employed across different styles and apply this understanding to their advertisements.	
How will this be assessed?		Composition, Music band, Group task.	
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 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,</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. • 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>



		<p>endurance, and coordination, which are essential for overall athletic performance.</p> <p>Swimming: Students will develop water confidence, learning to feel comfortable and safe in the water. They will gain skills in floating, mastering the ability to stay buoyant with ease. In addition, they will learn proper techniques for freestyle and backstroke, improving their stroke efficiency, breathing control, and overall swimming ability. These skills will enhance their coordination, stamina, and safety in aquatic environments.</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>Swimming (Excellence):</p> <ul style="list-style-type: none">• Water Confidence: Demonstrates complete comfort and control in the water, moving confidently and efficiently without hesitation.• Floating: Maintains a stable, relaxed float for extended periods, with minimal effort and perfect body positioning.• Freestyle: Executes a smooth, powerful stroke with excellent form, maintaining strong speed, breathing rhythm, and endurance over longer distances.• Backstroke: Shows flawless technique with consistent body alignment, efficient arm strokes,
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			and strong, rhythmic kicking, maintaining excellent speed and control.
How will this be assessed?	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 Swimming- students will be assessed on water confidence, floating, freestyle and backstroke		