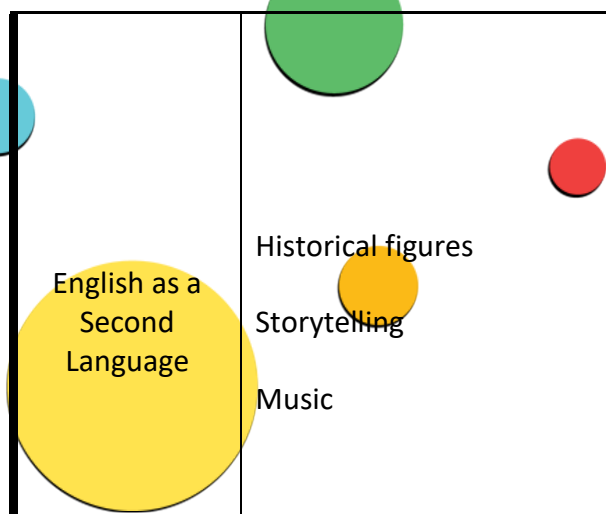
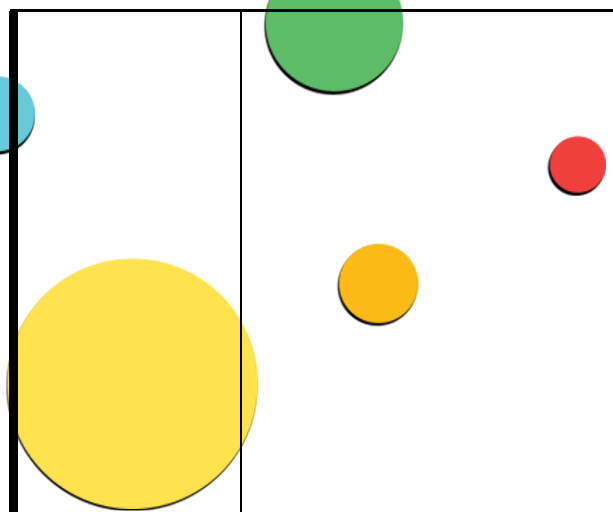


Straits International School Rawang
Curriculum Overview
Year 8 Term 3.1 2024/2025

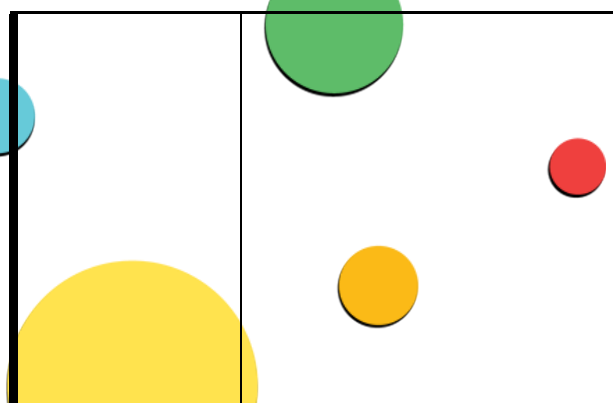
| Term 3.1 | What are we learning? | What KUS will we gain? | What will excellence look like? |
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| Mathematics | <p>Unit 10 Percentages</p> <p>Unit 11 Graphs</p> <p>Unit 12 Ratio and proportion</p> | <p>Students recap on calculating percentage increases and decreases, to write a change in value as a percentage, learn to use a multiplier to calculate a percentage increase or decrease. Students will also be learning represent situations in words and using functions, construct a table of values for a function, use the table to plot a graph, learn to interpret the values of m and c for a function of the form $y = m x + c$, read and interpret graphs with several components, understand why graphs have specific shapes. They will develop the skills to simplify ratios with more than two parts and use the relationship with ratio, share an amount in each ratio with two or more parts, and use the relationship between ratio and direct proportions.</p> | <p>Excellence in topic percentages will be demonstrated by confidently calculating percentage increases and decreases using both standard methods and multipliers, and accurately express changes in value as percentages.</p> <p>Unit graphs will be representing mathematical situations using words and algebraic functions, construct and complete tables of values, and plot corresponding linear graphs and draw insights from graphs involving multiple components.</p> <p>Additionally, students will demonstrate fluency in ratios by applying their understanding of the relationship between ratios and proportions to solve real-world problems and comparing with different quantities.</p> |

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| How will this be assessed? | | Mental Maths, Sparx Maths, Minor Assessment. | |
| First Language English | A Midsummer Night's Dream – William Shakespeare | <p>In this unit, Year 8 students will develop knowledge of the narrative, characters, and themes of <i>A Midsummer Night's Dream</i>. They will explore how Shakespeare uses language to create humour and convey deeper meanings, while also understanding the historical context of the play.</p> <p>Students will develop skills in reading and analysing the text, focusing on how characters evolve and how themes such as love, conflict, and dreams are portrayed. They will refine their ability to interpret Shakespeare's language and examine its impact.</p> <p>By the end of the unit, students will have the understanding needed to explain the key themes and characters of the play. They will be able to make connections between the historical context and the text. Additionally, students will strengthen their skills in reading, writing, and thinking critically, enabling them to engage thoughtfully in discussions about the literature.</p> | <p>Excellence in the <i>A Midsummer Night's Dream</i> unit for Year 8 means demonstrating a strong understanding of the plot, characters, themes, and historical context of the play.</p> <p>Year 8 students should be able to analyse Shakespeare's language and literary devices, making thoughtful connections and considering different interpretations.</p> <p>They should express their ideas clearly in both written and spoken forms, showing creativity and originality, particularly when tasks involve modernizing scenes.</p> <p>Achieving excellence involves participating confidently in discussions and academic writing, with a deep and thoughtful engagement with the play.</p> |
| How will this be assessed? | | Assessment will focus on their understanding of the play, their ability to analyse language and themes, and their creativity and clarity in expressing ideas. | |

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|  <p>English as a Second Language</p> | <p>Historical figures Storytelling Music</p> | <p>Students explore Historical Figures, learning vocabulary related to leadership, inventions, civil rights, and major world events. They read biographies, practise using past tense verbs, and write short reports about influential people. In Storytelling, students develop creative language skills by exploring narrative structures, character development, and descriptive vocabulary. They read and listen to short stories, write their own, and practise sequencing events using time connectives and past tense structures. Students study Music, learning vocabulary related to genres, instruments, and emotions. They explore how music is used in culture and media, express opinions about songs, and analyse lyrics for meaning and tone.</p> | <p>Excellence is demonstrated by students who communicate ideas clearly and creatively across all topics. High-level students will show confidence in using a range of tenses, descriptive language, and topic-specific vocabulary. They will actively engage in discussions, respond thoughtfully to listening and reading tasks, and present their ideas fluently.</p> |
| <p>How will this be assessed?</p> | | <p>Written biographies, storytelling performances, listening and reading comprehension tasks, spelling, vocabulary quizzes</p> | |
| <p>English as an Additional Language (EAL)</p> | <p>Natural Resources</p> | <p>In this unit on Natural Resources, students will explore the natural resources of Costa Rica and analyse their uses, sustainability, and environmental impact. They will develop critical thinking skills by predicting future energy generation methods and assessing their eco-awareness through a quiz. Students will enhance their research and comprehension skills by understanding detailed information about water and discussing the significance of rainforests. Through role-play and debate, they will build their communication and reasoning skills while exploring</p> | <p>Excellence in this unit will be demonstrated by a deep understanding of natural resources, their uses, and their impact on the environment, with students confidently analyzing Costa Rica's resources and predicting future energy trends using well-researched evidence. They will articulate informed opinions in debates, using persuasive language and critical reasoning to discuss environmental issues. Their writing will be structured, detailed, and engaging, with informative accounts, speeches, and presentations demonstrating clarity, coherence,</p> |

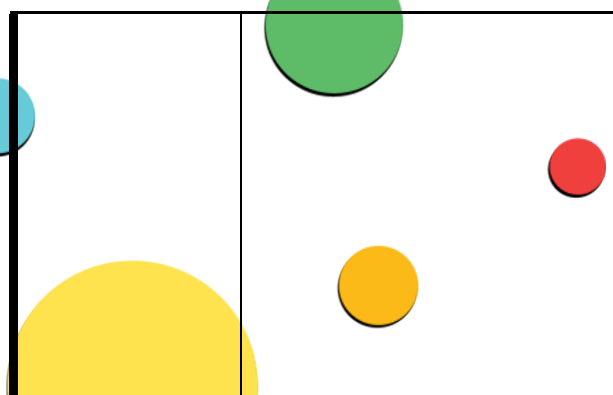


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| | | <p>environmental issues. Writing tasks, including an informative account on natural resources, a presentation on energy in their country, and a speech inspired by environmental campaigners, will develop their ability to structure and convey arguments effectively. Finally, they will apply creativity and persuasive techniques by designing a poster highlighting an environmental issue. By the end of the unit, students will have gained a deeper understanding of sustainability, resource management, and environmental advocacy while refining their analytical, literacy, and presentation skills.</p> | <p>and originality. High-quality work will reflect a strong grasp of sustainability concepts, with creative and impactful posters that effectively communicate environmental messages. Students will engage thoughtfully with environmental texts, drawing insightful connections to real-world challenges and proposing innovative solutions.</p> |
| How will this be assessed | | Formative and summative assessments, presentations, projects, Quizzes, and worksheets. | |
| Science | <p>The Health of the Environment</p> <p>Chemical reactions II</p> <p>Our changing climate</p> | <p>Students will explore the interdependence within ecosystems, learning how habitats, species, and environmental factors interact to maintain balance. They will investigate the impact of human activities, including the use of pesticides, bioaccumulation, and the introduction of invasive species, and apply fieldwork skills to sample and analyze local ecosystems. Alongside this, students will deepen their understanding of chemical reactions, practicing how to write word and symbol equations, investigate energy changes, and study the reactivity of metals with oxygen, water, and acids. They will</p> | <p>Excellence is shown through accurate explanations of scientific processes, confident use of key vocabulary, and the ability to link ideas across biology, chemistry, and environmental science. Strong work includes clear diagrams, balanced evaluations of human impact, and precise chemical equations. To reach the highest standards, students should apply their knowledge to unfamiliar contexts, justify conclusions with evidence, and communicate their understanding clearly and logically.</p> |




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| | | also examine fuel efficiency and energy in food. In addition, students will explore weather and climate systems, distinguish between climate and weather, and analyze the causes and evidence of climate change across time. Through practical investigations and data analysis, they will build skills in scientific enquiry, critical thinking, and evidence-based reasoning. | |
| How will this be assessed? | | Quizzes, projects, experiments, assessments | |
| History | The Restoration: the Merry Monarch | Students will gain an understanding of the key events during the Restoration period in England, particularly focusing on the return of King Charles II, the aftermath of the Great Plague, and the Great Fire of London. They will explore the social, cultural, and architectural transformations that occurred during the reign of the Merry Monarch, examining how these events shaped the evolution of London and England as a whole. Through this study, students will develop insights into the impact of these historical moments on society, culture, and the built environment, deepening their understanding of this pivotal period in English history. | Students will explore key events of the Restoration period, including Charles II's return, the Great Plague, and the Great Fire of London. They will develop skills in analyzing primary sources and historical maps, and communicate their understanding through group work and presentations. Critical thinking will be applied to evaluate causes of events and the significance of London's reconstruction in reflecting new urban and architectural ideas. |

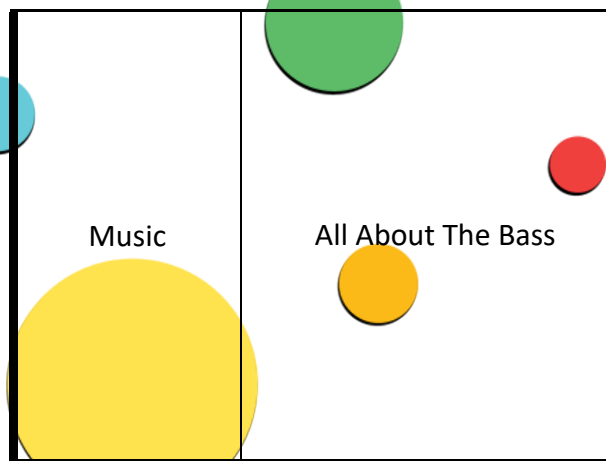
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| How will this be assessed? | | Discussion, project, games, fact file, research | |
| Enterprise | Understanding finance | Students will gain practical knowledge about money and finance, learning essential skills such as budgeting, pricing, and financial planning. They will develop an understanding of the basic principles of running a business, including managing cash flow, setting financial goals, and making informed financial decisions. Through these experiences, students will build the confidence and competence to manage finances effectively, both in personal and professional contexts, preparing them for future financial responsibilities and entrepreneurial ventures. | Students are not only confident and accurate in managing money but also thoughtful in their financial decision-making, creative in solving problems, and ethical in their business practices, all while reflecting on their learning and improving over time. |
| How will this be assessed? | | Quiz, project, groupwork, minor assessment | |
| ICT | Chapter 1: Computational Thinking: Programming Languages | Students will gain knowledge of fundamental programming concepts, including data types (integer, string, boolean, etc.), variable assignment, input/output methods, string manipulation, libraries, and selection structures, all of which are crucial for efficient software development and physical computing. They will understand how these elements work together to build functional and interactive systems. In terms of skills , students will develop the ability to write well-structured, logical, and efficient code that incorporates libraries, processes data, and applies selection | Developing robust, efficient, and error-free programs that make full use of data handling, libraries, and selection structures, while integrating software with hardware to solve real-world problems through physical computing. |



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| | | structures, while interacting with hardware components in physical computing environments. They will demonstrate the ability to develop, test, and refine programs as part of the software development life cycle. Finally, through understanding , students will recognize the importance of effective problem-solving and how structured code and tested logic ensure the creation of reliable real-world applications. | |
| How will this be assessed? | | Minor Assessment, Quiz, Problem Solving Task | |
| Malay Language | Unit 12: Rekreasi dan Hiburan (<i>Leisure and Entertainment</i>) | <p>n Unit 12: Rekreasi dan Hiburan (Leisure and Entertainment), students will develop key understanding and skills (KUS) that will help them talk about their favorite leisure activities, use location-related vocabulary, and understand and apply Kata Sendi Nama (prepositions). They will learn to express themselves by describing different activities they enjoy, such as sports, hobbies, or entertainment, while explaining why they like them. Additionally, students will focus on understanding and using words related to locations and places where these activities take place, such as parks, malls, and theatres. This will involve using prepositions to describe positions and directions accurately.</p> | <p>Excellence in this unit will be evident when students can confidently talk about their favorite leisure activities, using a wide range of vocabulary and providing clear explanations for why they enjoy those activities. They will demonstrate a strong understanding of location-related words and be able to use prepositions effectively in sentences. Furthermore, students will be able to use Kata Sendi Nama correctly to indicate locations, directions, and relationships between objects, ensuring their communication is precise and grammatically correct. Ultimately, students who excel will engage in conversations about leisure activities with fluency and accuracy.</p> |

| How will this be assessed? | | Assessment, Worksheet, Q&A, Quiz | | |
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| Mandarin |  Mandarin Advanced: 迁移 |  Mandarin Intermediate: Topic 1: Three meals a day & Topic 2: eating out |  Advanced: 学生将学习有关迁移的主题，重点探讨中国人移民到海外的原因以及移民成功者背后的故事。学生将通过阅读和讨论了解不同国家的移民历史和文化背景，并学习相关的词汇和句型，能够用中文表达移民的动机和挑战。通过口语、写作和听力练习，学生将提高用中文描述移民经历、讨论移民成功因素的能力。最终，学生将能够自信地谈论移民话题，表达个人看法，并用恰当的语言描述与移民相关的故事和经验。 Intermediate: Students will expand their knowledge of food-related vocabulary, meal routines, and dining etiquette in Chinese culture. They will develop an understanding of how to express food preferences, compare Western and Chinese cuisines, and discuss healthy eating habits. Key skills include forming structured sentences, using comparison phrases (e.g., “比” and “更”), and engaging in conversations about ordering food and making healthy choices. Additionally, they will learn how to justify their food preferences and dietary decisions in Mandarin, enabling them to interact confidently in real-life dining situations and written tasks about food culture and health. | Advanced: 学生能够准确、流利地用中文描述迁移的原因和移民成功者的故事。他们能够运用所学的词汇和句型，清晰表达自己的观点，并能够深入分析移民背后的动机与挑战。在口语和写作中，学生能够组织结构清晰、逻辑严谨的内容，展示出对迁移主题的深刻理解。此外，学生在听力和阅读理解方面也能准确抓住关键信息，展示出较强的语言应用能力和跨文化理解。整体而言，卓越表现将体现为学生能够自信地讨论迁移话题，并在不同语言任务中运用中文表达复杂的思想和观点。 Intermediate: Excellence will be demonstrated through fluency, accuracy, and cultural awareness. Students will confidently describe their food preferences, compare different cuisines, and order food naturally using appropriate sentence structures. They will justify their choices with logical reasoning and cultural insights, integrating connectors and descriptive language (e.g., “因为,” “所以,” “不仅...而且...”). In writing, excellence means producing well-structured paragraphs on food choices and healthy diets. In speaking, it involves clear pronunciation, spontaneous |

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| | | | responses, and engagement in real-life scenarios, such as role-playing a restaurant interaction or discussing a balanced diet with peers in Mandarin. |
| How will this be assessed? | | Formative assessments, including discussions, role-plays, and reflections, track progress in all language skills. Summative assessments will focus on speaking, listening, and writing tasks related to food and healthy eating. Feedback will foster language proficiency and cultural competence. | |
| Art & Design | Nature | Through this project, we will gain knowledge of the different types of textures found in nature and learn a variety of mark-making techniques such as hatching, stippling, and blending. We will develop an understanding of how artists use line and tone to represent form and surface, and how to carefully observe and replicate fine details from reference images. As we progress, we will build skills in controlling dry media like pencil, fine liner, charcoal, and graphite, applying texture and tone accurately, and combining careful observation with creativity to produce a thoughtful and well-composed artwork. | Excellence will be shown through a well-observed drawing that captures the accurate shape and intricate details of natural forms. The artwork will demonstrate the use of at least three different mark-making techniques to effectively represent texture. A strong composition will be evident through the thoughtful arrangement of elements, including overlapping or layering where appropriate. Confident and careful use of dry media, with attention to tone and contrast, will bring depth and realism to the final piece. |
| How will this be assessed? | | <ul style="list-style-type: none"> Final A4 close-up drawing assessed using success criteria: <ul style="list-style-type: none"> Observational accuracy Range and quality of mark-making Use of media Composition and creativity Short written reflection explaining techniques used and what they've learned | |

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|  <p>Music</p> | <p>All About The Bass</p> | <p>This term, students will explore the concept of 'bass,' focusing on the Bass Clef, note names on the Bass Stave, and ledger lines. They will also learn about instruments and voices that use the Bass Clef. By the end of the unit, students will confidently perform and adapt a bass riff, demonstrating rhythm, technique, and musical expression.</p> | <p>Excellence will be demonstrated through a clear understanding of how bass lines contribute to song structure, texture, harmony, chords, and melody. Students will confidently perform and create a well-structured bass riff, showcasing rhythmic accuracy, creativity, and musical expression.</p> |
| <p>How will this be assessed?</p> | | <p>Composition</p> | |
| <p>PE</p> | <p>Football</p> | <p>Students will develop fundamental football skills, including passing, shooting, dribbling, and attacking/defending. They will learn to pass with accuracy, shoot with power and precision, dribble with control under pressure, and apply tactical awareness in both offensive and defensive situations. These skills will enhance their coordination, teamwork, decision-making, and overall game performance.</p> | <p>Excellence in football is demonstrated through precise and well-timed passing that maintains possession and creates scoring opportunities. Players showcase powerful and accurate shooting, adjusting their technique based on distance and defensive pressure. Dribbling is controlled and confident, allowing players to maneuver past opponents with agility and composure. In both attacking and defending, they display strong tactical awareness, making intelligent runs, positioning effectively, and anticipating plays to contribute to their team's success.</p> |
| <p>How will this be assessed?</p> | | <p>Football match</p> | |