
Grade 7 Course Guide



Table of contents

Grades 6 - 8: Lower Secondary School.....	2
Timetable.....	3
Homework.....	3
Grading Scales in Grades 6 - 8.....	3
English.....	4
English as a Second Language (ESL).....	6
German as a First Language.....	8
German as a Foreign Language (GSL).....	10
Mathematics.....	12
French.....	13
Spanish.....	15
Science.....	17
Social Studies.....	18
Physical Education.....	19
Visual Arts.....	20
Information and Communication Technology (ICT).....	22
Music.....	23
Personal, Social and Health Education (PSHE).....	25

Grades 6 - 8: Lower Secondary School

CURRICULUM GRADES 6 – 7 - 8	
Subject	# periods
English (1 st or 2 nd language ESL)	6
German (1 st or 2 nd language GSL)	5
Mathematics	5
French or Spanish (foreign language)	4
Science	4
Social Studies (History and Geography)	4
Physical Education (PE)	3
Visual Arts	2
Information and Communication Technology (ICT)	1
Music	2
Personal, Social and Health Education (PSHE)	2
Pastoral Lesson OR Assembly	2
TOTAL	40

Lower Secondary School consists of grade 6, grade 7 and grade 8. Lower secondary is a distinct part of the secondary school with its own curriculum. All students follow the same curriculum and the subjects are all continuous three-year courses running from grade 6 to grade 8 designed to prepare students to successfully enter the IGCSE courses that are offered at LIS in G9 and 10.

The lower secondary curriculum is modelled on the Cambridge International Examinations Secondary 1 curriculum for students aged 11-14. For German, the curriculum is modelled on the Saxony state curriculum.

In grade 7 we make use of the ISA tests (from the Australian Council for Educational Research) in English reading and writing and in mathematical literacy to compare our students' learning with other international schools around the world. At the end of grade 8 we make use of Checkpoint tests from the Cambridge Secondary 1 curriculum in English, Mathematics and Science.

Compared to primary school, the major difference is the disappearance of the classroom teacher as the central figure. In lower secondary, all subjects are taught by specialist teachers. The student's homeroom tutor is the person with pastoral responsibility for them and is the first point of contact for parents and for subject teachers.

Every class has a homeroom teacher whom they meet twice a week during the pastoral time. Sometimes this time may be used for an assembly with other classes and. The homeroom teacher will also be one of their subject teachers, this means that the students are likely to see their homeroom teacher every day and this helps them to build their relationship.

Students in the age range 11-14 are ready for more specialist subject instruction but they are also still very much in the process of developing their physical and social skills. The lower secondary timetable allows for this. The start of secondary school, for many students, is a turning point in starting to think about their relationships with others and about the way they feel about themselves. We want school to be a safe place for all students to explore their identity and to "become themselves". Our Personal, Social and Health Education course is designed to support this learning.

Timetable

Students follow a timetable of 40 x 45 minute periods of instruction per week. The school day runs from 8.15 – 15.15 hrs.

P 1 08:15 - 09:00	P 2 09:00 - 09:45	P 3 09:45 - 10:30	Snack break	P 4 10:45 - 11:30	P 5 11:30 - 12:15	P 6 12:15 - 13:00	Lunch	P 7 13:45 - 14:30	P 8 14:30 - 15:15
--------------------------------	--------------------------------	--------------------------------	------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------	--------------------------------	--------------------------------

On the last Wednesday of each month all classes will end at 14:30 to allow for staff professional development to take place across the whole school.

Homework

Students have homework in grades 6 - 8 and need to plan their work more carefully. There is no more Hort for them after school but there is a homework club available to them which is supervised by a teacher. This will allow students to work before going to their activities or allow them to get their work done before going home, leaving their evenings free. Students who are having difficulty completing their homework for teachers will be recommended for this homework support.

In order to help students keep track of their homework and plan when to do it, every student is issued with a Student Planner. Parents are asked to sign the planner every weekend.

In order to spread the workload for students we use a homework timetable. Generally students would get three homework assignments per day, taking about 20 minutes each to complete.

In grade 6 there is are no end-of-year examinations but there will be regular end of topic tests. The timetable runs until the end of the year without interruption. The final test of the year is a test like any other one and counts towards the second semester as a single test.

Grading Scales in Grades 6 - 8

The grading scale needs to reflect the wide range of ability that international schools need to cater for. When students arrive at the school with little or no English their grades in specialist subjects will not be the same as students who are more proficient with the language. At LIS a grade C means Good work.

In most subjects, the nature of the assessment is such that 100% attainment scores are extremely rare. The minimum passing percentage in most subjects is 40% which means that a grade E is a passing grade

The following grading scale is used by all subjects except the languages.

Grade	Percentage	Grade descriptor
A*	90	Excellent
A	80	Excellent
B	70	Very Good
C	60	Good
D	50	Satisfactory
E	40	Mediocre
F	30	Poor
G	20	Very poor
U	0	Ungraded

The grading scales used by English:

Grade	Percentage
A*	95
A	85
B	70
C	55
D	40
E	25
F	10
G	5
U	0

The grading scale used by German, French and Spanish:

Grade	Percentage
A*	97
A	93
A-	90
B+	87
B	84
B-	80
C+	77
C	74
C-	70
D+	67
D	64
D-	60
E+	57
E	54
E-	50
F	40
G	15
U	0

English

Textbook title(s)
Checkpoint English 2 supplemented by
English Frameworking 2
Oxford English 2: an International Approach
New Literacy Kit 8
Grammar in Use
Vocabulary In Use
and others

Literature Texts

A selection of prose, poetry and drama, from the following list:

- From the Four Corners
- Mean to be Free
- Our Day Out
- From the Four Corners
- Of Mice and Men
- Twelfth Night
- Interactive Poetry (Section B)
- and others

General Introduction

Students will build on the language and skills they acquired in Grade 6 English. Grade 7 English focuses on the study and appreciation of language and literature. The curriculum is based on the Cambridge Lower Secondary Curriculum. Through literature study and independent reading, in class and at home, the aim is to encourage a love of reading and literature. Students are placed in Grade 8 English based on their academic achievement and potential in Grade 7 English.

Grade 7 Overview

Language lessons involve reading comprehension and directed writing tasks, regular grammar and vocabulary tasks, and creative writing. Emphasis is placed on the writing process, so that students learn how to plan, draft, redraft and proofread. Literature lessons involve studying the literary genres: drama, poetry and prose. Students will read and create a range of text-types: informative, explanatory, descriptive, persuasive, analytical, imaginative, explorative, entertaining and literary. One period per week is dedicated to independent reading.

Assessment

Students will be assessed on endeavour and attainment. Assessment of attainment is criteria-based. This allows students to more fully understand their strengths and weaknesses, and to work towards achieving their goals in written and oral tasks.

English as a Second Language (ESL)

Textbook title(s)
Azar Grammar Series
Grammar In Use
Vocabulary In Use
New Literacy Kit Year 8
Headway Series

General introduction

The aim is to build up students' proficiency in all areas: speaking, writing, listening, and reading. Students receive a course of instruction that is both language-based (focusing on proficiency in English) and content-based (paralleling the topics taught in other subjects). The course encourages high beginner and intermediate students to develop *confidence* and a *range of expression* in English; to build up *knowledge* of the language; and to gain the linguistic *skills* necessary to succeed.

Grade 7 Overview

Language Focus:

ESL lessons involve vocabulary and grammar practice, oral work, and reading/writing tasks. Emphasis is placed on *word* and *sentence* level language acquisition, particularly the English tense system and the passive voice. Building on the academic vocabulary introduced in Grade 6 ESL, students will continue to learn how to express themselves precisely and accurately. They will also work on developing good sentence structure. Additionally, students will receive explicit instruction in a range of *text types* (genres) such as explanatory, descriptive and narrative texts, persuasive and analytical pieces, drama, and creative writing. Students use the writing process to plan, draft, redraft and proofread their writing. To develop an appreciation of literature, students will explore a class novel, and read and analyse poetry.

Content Focus

Examples of parallel content teaching in Grade 7 ESL include work related to The Crusades and the Age of Exploration (History), the Water Cycle and Migration (Geography), and the Rock Cycle (Science).

The teaching sequence of content topics and the language focus will be tailored to meet student needs each year.

Assessment

Students are assessed on attainment and endeavour. The aim is to develop students' sense of positive progression as they acquire the language of English, and to pinpoint their strengths and areas for development. Assessment will focus on language development and response to literature.

Evaluation and Assessment Strategies:

- Initial placement test
- Diagnostic reading and grammar screenings
- Written assignments
- Oral presentations (group and individual)
- Quizzes
- Participation
- Formal written exams
- Reading comprehension tests

German as a First Language

Textbook title(s)
Deutsch Plus 7 Textbuch und Arbeitsheft
Praxis Sprache 7 – Sprechen-Schreiben-Lesen, Textbuch
Praxis Sprache 7 – Sprechen-Schreiben-Lesen, Arbeitsheft

General introduction

German First Language means German tuition according to the standards of Gymnasium und Ganztagschulen, following mainly the Saxonian Lehrplan and using textbooks acknowledged by the Kultusministerium in Dresden. Students who follow this class are fluent speakers but they are not necessarily of German nationality. In grade 7 we focus on Intensification of known text genres and types, and known grammar concepts; introduction of summaries, argumentative writing, descriptive and narrative text genres.

Grade 7 overview

1. **Topics in literature**
 - Fables and ballads
2. **Readers: and topics/projects**
 - R.Schami, *Eine Hand voller Sterne* – Freedom of speech, Syria
 - G.Keller, *Kleider machen Leute* – novella, fashion
 - Philbrick, *Freak* – disabled, friendship
3. **Projects**
 - Syria, Fashion (from the production and child labor to designers)
4. **Working with texts**
 - Understand non-fictional texts and use their information
 - Describe objects, places and processes
 - Contrast texts: descriptive and narrative
 - Discuss and argue
 - Read, read out and retell stories
 - Personal, official letters and letters to the Editor
 - Summaries
 - Argumentative writing
5. **Creation of texts**
 - calendar stories
6. **Reflexion on language**
 - Revision of the known tenses, introduction of past perfect
 - Revision of declination, adjectives, active and passive voice, use of prepositions
 - Groups of words and parts of sentence, compound clauses
 - Spelling
 - Words: nominalizations, word families, synonyms /antonyms, word formation, history of words

Assessment

- appr. 3 big tests per semester
- unit quizzes (contents, spelling, grammar)
- active participation, presentations, reading aloud
- written homework

German as a Foreign Language (GSL)

Textbook title(s)
Pingpong
Wir
Supplemented by various texts and visual media

General introduction

German as a Foreign Language is course that addresses all four language skills: reading, writing, listening and speaking.

The aim of the course is to develop and built on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form in an appropriate range of societal contexts — work, home, leisure, education and training. The course also aims for skills such as intercultural understanding and to encourage positive attitudes towards language learning and towards speakers of foreign languages.

The aims of the course are to

- enable the student to use the language effectively as a means of practical communication in speech and in writing within a range of contexts,
- develop the ability to understand and respond to the language demands in transactional and social contacts,
- provide the students with a sound linguistic base necessary for further study, work and leisure,
- offer some insight into the nature of language,
- develop an appreciation of German literature.

Grade 7 overview

The student will be integrated in the course depending on his/ her language level in dependence on the Common European Framework of Reference.

The overall themes are:

Area A - Everyday activities

- Home life and school: Daily routine
- Food, health and fitness: Eating and drinking, Health and fitness, Sports, Hobbies

Area B - Personal and social life

- Self, family and personal relationships: Self, family, pets, personal relationships, Wishes and dreams, House and home, Leisure, Entertainments, Invitations, Eating out
- Holidays and special occasions: Festivals and special occasions, Holidays, Getting around, Accommodation

Area C - The world around us

- Home town and local area: Home town and geographical surroundings, Shopping, Public services, Conflicts and solutions
- Natural and made environment: Natural environment, Weather, Finding the way
- People, places and customs: Meeting people, Places and customs, Travel and transport

Area D - The world of work

- Continuing education: Further education and training
- Careers and employment: Future career plans, Employment
- Language and communication in the work place: Communication, Language at work

Area E - The international world

- Tourism at home and abroad: Holiday travel and transport, Geographical surroundings, Weather
- Life in other countries and communities: Places and customs, Food and drink, Meeting people
- World events and issues: Issues according to available resources and individual interest, Media world and technology

Assessment

As German is the language of their environment, students tend to become fairly confident in speaking but in order to establish the correct writing skills and ensure a solid knowledge of grammatical structures and rules, it is necessary to have regular assessment.

This can have the form of a variety of vocabulary tests or grammar exercises – announced in advance or not – or written assignments done at home which are marked.

Presentations, research work, reading diary, oral contributions in class as well as the quantity, quality and care of written work are part of the continued assessment.

Mathematics

Textbook title(s)
ST (P) MATHEMATICS 2A

General introduction

The scope and sequence of the Middle School Mathematics curriculum is almost identical to the Cambridge Lower Secondary programme. This ensures that our students are fully prepared for the IGCSE programme which follows in Grades 9 and 10.

Grade 7 overview

First Semester:

- Working with numbers
- Probability
- Constructions
- Percentages
- Scale drawings
- Equations and formula
- Co-ordinates and Straight line graphs
- Reflections and Translations; Vectors
- Rotations
- Area of polygons
- Area and circumference of circles

Second Semester:

- Ratio
- Enlargements
- Similar figures
- Revision of angle and triangle facts
- Percentage increase and decrease
- Volumes
- Sine, cosine and tan of an angle
- Pythagoras
- Averages
- Travel graphs
- Statistics

Assessment

Assessment will take the form of homework assignments. Tests will also be set after some units. Classroom performance will also be a factor in terms of a student's progress. An end of year exam will also be set; the current weighting of this exam is equal to two tests.

French

Textbook title(s)
Tricolore Total 2
Tricolore Total 2: Grammar in action

General introduction

French is taught four lessons per week as a foreign language. It continues at the CEFR level A1, working towards A2.

The aim is to allow our students to get the necessary vocabulary and grammar, as well as a good pronunciation of French to express themselves orally and in writing, to understand spoken and written French. We encourage their curiosity and maintain high standards. The syllabus wakes in themselves one more interest for other cultures and in this way encourages comprehension and tolerance for others.

New students arriving in grade 7 with no background in French are given extra support, if possible including help from more experienced French speaking students, in order to catch up with the rest of the class over the course of the year.

Grade 7 overview

Curriculum diary for the first semester; Unit 1 to 4

Unit 1: En ville

- Identify some French shops and what they sell
- Talk about numbers, money and prices
- Say there isn't any of something, using ne...pas
- Say there isn't anymore of something using ne...plus

Unit 2: On fait des projets

- Talk about different countries
- Talk about different means of transport
- Describe a town or region and say what you can do there
- Ask permission to do something
- Use prepositions with towns and countries

Unit 3: De jour en jour

- Describe your school day
- Talk about morning and evening routines
- Give opinions about school subjects and aspects of school life
- Say what you want and don't want to do

Unit 4: En famille

- Introduce people
- Talk about what you have done recently
- Talk about presents and souvenirs
- Use the perfect tense of regular verbs

Curriculum diary for the second semester: Unit 5 to 8**Unit 5: Bon appétit**

- Buy drinks and snack in a café
- Discuss what you like to eat and drink
- Order a meal in a restaurant
- Use the perfect tense of some irregular verbs

Unit 6: En voyage

- Talk about travel plans
- Say what must or should not be done
- Use some more adjectives

Unit 7: Ça va?

- Discuss clothes and what to wear
- Describe people's appearance
- Talk about part of the body
- Say how you feel and describe what hurts

Unit 8: On va s'amuser

- Ask someone to go out
- Accept or refuse invitations
- Arrange to meet and buy tickets
- Discuss leisure activities
- Talk about some things you have done
- Revise and practise the perfect tense

Assessment

As French is taught as the second or third language during four lessons per week and our students have few or no possibilities to communicate in French outside these periods, it is necessary and very important to establish regular assessment of the learned knowledge. It is the reason why a test is given after each unit seen in class. Those tests cover the three following components: reading, listening and writing. We also have mini-quiz (vocabulary or grammar tests) throughout the year. Weights: tests 70%, mini-quizzes 20% and homework 10%

Spanish

Textbook title(s)
Mira 2 Pupil Book
Mira 2 Workbook A
Mira 2 Workbook B

General introduction

Grade 7 Spanish is a continuation of the Grade 6 course in which students improve their Spanish skills by practising the use of the language through day to day situations.

The course follows the five strands of the UK Renewed Framework for Modern Foreign Languages:

Words: teaching pupils to practise the meaning, spelling and sounds of Spanish words together.

Sentences: teaching pupils how to write simple grammatically correct sentences.

Texts (reading and writing): teaching pupils how to understand and write more complex text using connectives, pronouns and tenses.

Listening and speaking: linking listening and speaking to help pupils speak more accurately and authentically.

Cultural Knowledge and contact: giving pupils the opportunity to learn about Spain and other Spanish-speaking countries.

Grade 7 overview

1. **People**
Introducing yourself. Discussing activities. Describing friends and celebrities. Comparing things. Expressing opinions. Reflexive verbs. Nationalities.
2. **Going places**
Places in town. Future tense and near future tense. Making excuses. Irregular verbs. Expressing like and dislike.
3. **Holidays**
Talking about the last holidays. Travel vocabulary. Past tense of verbs *ser* and *ir*. Past tense of regular verbs ending in *-ar*. Expressing opinions about past events. Using the present and past together.
4. **Food**
Talking about mealtimes. Shopping for food. Restaurants. Expressing time. Past or regular verbs ending in *-er* and *-ir*. Addressing people formally and informally.
5. **Fashion**
Talking about clothes, the school uniform. Colours. Comparatives and superlatives. Present and near future tenses. Using past, present and future tenses together.
6. **Cities**
Tourism, places to see. Different kinds of shops. Justifying opinions about a place. Asking for and giving directions. Reading a story. Writing creatively.

Assessment

In Grade 7 Spanish, assessment is based mainly on listening and reading skills, as well as written work. Although oral expression is also developed, it is not currently assessed on its own.

Assessment is based on direct classroom observation, students' self-assessment by end-of-topic checklists, written classwork and homework, as well as quizzes and end of unit exams.

Weight: Tests: 50%, Projects, miniquiz: 30%, Homework: 20%

Science

Textbook title(s)
Checkpoint Science 2 (Hodder)
Primary Science Dictionary: illustrated (Oxford)

General introduction

Science is a subject that combines biology, chemistry and physics. Grades 6 - 8 cover the Cambridge Lower Secondary curriculum for Science with a strong focus on practical skills and to this end, every topic studied has associated practical work. In grade 7 the practical focus is on learning how to write a conclusion from the data collected and learning to identify, understand and control variables within an experimental set-up.

March Science Project: The focus of this project in Grade 7 is physics and students will investigate forces using water rockets and/or catapults. Students will be shown the available equipment then design their own investigation strategy to answer their own research question. The emphasis will be to write a good research question and to address this question in their conclusion. They will present their investigation in a science fair at the end of term to an audience of other classes.

Grade 7 overview

Biology	Chemistry	Physics
Food	Atoms and elements	Magnets and Electromagnets
Digestion	Further Reactions	Light
Breathing and Circulation	Compounds and Mixtures	Sound
Respiration	Metals and non-metals	Energy Transformations
Flowering Plants	Corrosion	Speeding Up

Assessment

There is a formal assessment following each unit which counts for 55% of the achievement grade. 40% of the overall grade is determined by presentations and practical work and the remaining 5% by homework. Marking criteria for presentations and practical work is explained to students before the work is started and printed copies of the marking criteria are provided.

EAL students are given a shorter version of the same test paper as other students take. They are also given science dictionaries for their class and homework. During the test they may have access to a word bank of key words and assistance in understanding the wording of a question depending on their level of English. The degree of assistance each EAL student receives is reviewed each half term in consultation with the EAL department.

Social Studies

Textbook title(s)
Oxford Geography Programme 1,2 and 3
Oxford International Students Atlas
Oxford International Student Atlas Skills workbook
Islamic Empires
Great Explorers
The Impact of Empire

General introduction

Social Studies includes four periods a week, two of which are dedicated to History and two to Geography. The disciplines are taught separately but contain an extensive degree of cross over. Our aims are to stimulate an interest in both subject areas and teach students the relevant skills required. A wide variety of global political, economic and religious periods and communities are studied in order to give students a broad understanding of international historical and geographical issues.

Grade 7 overview

First Semester

- **Geography**
 - Skills- Graphs, charts, Topographical Maps
 - Population / Migration
 - Weather and Climate
- **History**
 - Skills: Sources and Reliability, Fact, Bias and Opinion
 - The Islamic World /Empire 600- 1096
 - The Crusades: Cultures in Conflict 1096-1550

Second Semester

- **Geography**
 - Rivers and Flooding
 - Water
 - Tourism
- **History**
 - The Islamic World (continued from semester 1)
 - The European Discovery of the New World 1450-1600

Assessment

Students are assessed using a variety of techniques from class participation and discussion, oral presentations, short response questions and extended writing, source work analysis, project work, posters and model making. Student's work is assessed throughout the year with some minor and one major assessment for each unit studied.

Physical Education

General introduction

The development of physical skills and self confidence is important for the 11-14 year old age range. In lower secondary, all students will receive one double and one single period of Physical Education per week, slightly more than higher up the school.

As a coeducational school we believe in the value of teaching boys and girls together and this includes physical education. However, we are aware of research that says that it might occasionally be better for the boys and the girls to receive separate instruction. Boys and girls are usually taught together but when it seems more appropriate to teach the boys and girls separately for particular units, we do so.

Physical Education will focus on increasing the students' knowledge and understanding of the principles behind good health and physical fitness, and with participating in a range of physical activities. These have all been designed to satisfy the needs, interests and abilities of individual children. As such it will develop a wide range of physical, learning, personal and social skills.

Grade 7 overview

Athletics	Frisbee
Badminton	Gymnastics
Basketball	Hockey
Boxercise / Kickboxercise	Strike & Field
Dance	Tag Rugby
Fitness (Health Related Exercise)	Volleyball
Football	

Assessment

The student's individual progress is carefully monitored and an attainment level is made following the different modules of work. They will be assessed in the following:

- Effort and Enthusiasm
- Knowledge and Understanding
- Skills Development
- Sportsmanship / Co - operation

The overall attainment grade is produced by continual assessment of the pupils using practical, verbal and visual tasks throughout each module and a final end of unit task. All assessments will be based on teacher, self and peer evaluation / assessments.

Visual Arts

Textbook title(s)
Art Matters 11-14

General introduction

The visual arts curriculum in grade 7 is based on the topic Colour/Light. Core objectives are designed to include a variation of elements of design, media, and cultural/historical context.

The work in Grade 7 is planned around the building blocks of **visual literacy** by exploring various techniques and media; traditionally in **2D** (e.g. drawings, paintings, and photography) and **3D** (e.g. sculptures and architecture) with the expansion into **4D** (e.g. performance and video).

They will be using the elements of design and strengthening their understanding of the principles of design such as balance, contrast, emphasis, movement, pattern, rhythm, and unity. Meaningful exercises will be linked to creative work, while giving the students an opportunity to **apply the techniques and their skills to individual pieces of art.**

Artworks and other forms of expression from various cultural backgrounds will be used for inspiration and also for broadening their knowledge and understanding of diverse contemporary and historical cultures, events and movements.

Students will be building upon their skills to evaluate their work and the work of others during and after the process of creating, in order to support their creative development.

The students will be using a sketchbook for exercises, designing pages on art history, documenting their process and progress and reflections.

At the end of grade 7 students will have the opportunity to work independently using any of the techniques learned so far. This **End of Year project** will take approx. 6 weeks in which the students will be giving a theme and then find their own way through the process of creating an original piece of art, evaluating and presenting it.

Students receive **one double lesson per week** of Art.

Example projects include:

- Perspective
- Animation
- Knots and Ropes
- Celtic and Islamic art
- Naturalistic drawing
- Relief printmaking
- Paper-maché sculptures
- Painting to Music
- Abstract painting
- How do feelings/sounds look?

Assessment: Assignment types

Knowledge and Understanding 30%: Sketchbook entrees (written and visual)/ introductory class work activities/ quizzes

Creative Process and Performance 50%: Sketchbook entrees (written and visual)/ preparation for art projects/ final pieces/ tests

Reflection and Evaluation 10%: Critiques/ written reflection

Personal Involvement and Commitment 10%: Efforts during lessons and critiques

Information and Communication Technology (ICT)

Textbook title(s)
Framework Solutions (Nelson Thornes)

General introduction

The curriculum follows Key Stage 3 (KS3) of the National Curriculum in the UK.

Grade 7 overview

One half of the year is dedicated to mainstream ICT and one half is dedicated to control and modelling. Various aspects of theory relating to the practical lessons are covered during the two terms and pupils produce a project related to the Internet.

Topics:

- Spreadsheets – Models and presenting numeric data
- Pivot (Control using stick figure animation)
- Web Page Design and Photostory of choice
- Information – Reliability and bias, searching using simple and Boolean searches
- Integrating applications project – combining all skills learnt this year

Assessment

This is a skills-based course. There are no theory tests for ICT in grades 6-8 but students do get graded on the work they produce in class. There is no regular homework for ICT in grades 6-8 apart from the time students might need to catch up on their project work.

Music

Course co-ordinator: Mr. Paul Foulkes (Secondary Music Teacher)

General introduction

Two periods per week are allocated to the study of music within the academic timetable. Pupils will have the opportunity to perform music using traditional and electronic instruments either individually or as part of an ensemble and the composing aspects of the course will take place either in these groups or through the use of a music-sequencing programme on the computer. Listening activities are interspersed with the practical sessions to reinforce knowledge and understanding of each topic.

Aims

The aims of Middle school Music at Leipzig International School are to:

- Nurture the creative ability in all pupils through composition.
- Develop sensitive, analytical and critical responses to existing music.
- Develop an awareness of musical traditions and developments in a variety of cultures and societies.
- Offer pupils opportunities to experience the personal satisfaction and self confidence derived from taking part in practical musical activities.

Assessment

During each topic, the students' performances and compositions are recorded for assessment and at least one listening test is taken to evaluate students' knowledge and understanding of the subject. The department follows the criteria laid out in the whole-school assessment policy.

Overview of topics covered in Grade 7

- Film Music
- Music of the Carribean
- African Drumming
- Hooks and Riffs
- Twentieth Century Art Music
- Rondo and recurring structures

Extra-Curricular Opportunities

The music programme is enhanced by:

1. A wide variety of extra-curricular clubs that take place during the week. During this academic year the students will have the opportunity to be involved in:
 - Big Band
 - LIS Pop Choir
 - String Ensemble
 - Wind Ensemble
 - Percussion group
 - Middle School Concert Band
 - Various Rock Bands
2. One-to-one instrumental lessons are available to our students. These sessions take place outside of the academic programme. For more information please contact Mr. Foulkes.

Links to future learning

GCSE music is a natural progression from the work covered in the Middle School programme. The course concentrates on the three core aspects of music: performing (30%), composing (30%) and listening/appraising (40%) Pupils study music from the classical tradition through to dance and club remixes.

Personal, Social and Health Education (PSHE)

Textbook title(s)
Vision Works: It's Okay Being Me
Your Life 2
Personal and Social Education 2

General introduction

PSHE (Personal Social Health Education) is a signature of lower secondary, as it is only offered in Grades 6, 7 and 8 as a timetabled subject of 2 lessons a week. The key objectives are: To give students the opportunity to explore issues connected with their personal and social development, as well as their health and safety; to support them through puberty; and to help prepare them for life in a multi-cultural society.

Students enjoy “circle time” once a week, in which they are given the opportunity to talk about their achievements, any worries or concerns they may have, or to raise issues, which are important to them. The programme “Vision Works” aims to develop students’ emotional intelligence through: Effective communication; transforming relationships; problem solving; conflict resolution; being able to respond appropriately; and developing resilience and perseverance. In addition, students explore a range of topics which promote a healthy and balanced lifestyle, as well as exploring how to remain safe, throughout adolescence and beyond.

At the end of each term, students document their achievements and the community service and co-curricular activities, in which they have been involved. We encourage students to understand that active involvement (through contribution to their local, national and international communities) is not only a very worthy enterprise in itself, but that it also helps develop the interests, strengths, skills and personal qualities, which will be important to them later, in their careers.

Grade 7 overview

Term 1

- Study Skills: Revision of organisational skills, learning styles, multiple intelligences & presentation of work
- Emotional Intelligence: How to work together; Goal setting; Ground rules & desired qualities in the class; Common feelings; Bullying & what lies underneath; Child/Teen advertising; Managing emotions & responses; Coded messages
- Health & Safety: Hazards in home & first aid; Hazards at school & at play (including child abuse); Peer pressure
- Diversity & internationalism: Ethnicity; Different types of family
- Document & value Community Service, Co-curricular activities, Achievements (qualities, interests, strengths, skills & talents)

Term 2

- Emotional intelligence: Review of goals: Goal setting; Listening skills; Appreciation & visualisation; Emotions; Another person’s feelings; Interruption; Resolutions

- Health & Safety: Road & bicycle safety; Fires & emergency first aid; Alcohol; Drugs; Sexual development & age of consent; Love and sex; Contraception, pregnancy & safer sex; Gambling & games addiction
- Diversity & internationalism: Sexual orientation
- Document & value Community Service, Co-curricular activities, Achievements (qualities, interests, strengths, skills & talents)

Term 3

- Emotional intelligence: Review of goals; Goal setting; Listening skills; Appreciation & visualisation; Picture autobiographies; Blame busting
- Diversity & internationalism: Older people
- Document & value Community Service, Co-curricular activities, Achievements (qualities, interests, strengths, skills & talents)
- Final review

Should you have any concerns about any of these topics, please do not hesitate to contact the Student Support Services Co-ordinator/PSHE Co-ordinator by telephone or e-mail at: fiona.eels@intschool-leipzig.com.

Assessment

There is no formal assessment, though from academic year 2011-2012 onwards, a PSHE comment box will be included on all reports.