
Grade 8 Course Guide



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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
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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 3 supplemented by
English Frameworking 3
Oxford English 3: an International Approach
New Literacy Kit 9
Grammar in Use
Vocabulary in Use
and others

Literature Texts

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

- The Curious Incident of the Dog in the Night-time
- Animal Farm
- Paddy Clarke Ha Ha Ha
- Romeo and Juliet
- Roll of Thunder, Hear My Cry
- Village by the Sea
- The Other Side of Truth
- The Pearl
- The War of the Worlds
- The Wave
- The Whale Rider
- Interactive Poetry (Section C)
- and others

General Introduction

Students will build on the language and skills they acquired in Grade 7 English. Grade 8 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 9 English based on their academic achievement and potential in Grade 8 English.

Grade 8 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)
New Literacy Kit Year 9
Headway Series
Azar Grammar Series
Grammar In Use
Vocabulary In Use

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 8 Overview

Language Focus:

ESL lessons involve vocabulary and grammar practice, oral work, and reading/writing tasks. Special emphasis is placed on the English tense system and the passive voice. Building on the academic vocabulary introduced in Grade 7 ESL, students will continue to learn how to express themselves precisely and accurately. They will also work on developing accurate and varied sentence structure. Additionally, students will receive explicit instruction in a range of *text types* (genres) such as informative, explanatory texts, descriptive, narrative, persuasive, analytical, imaginative and creative texts. Students use the writing process to plan, draft, redraft and proofread their writing. To develop an appreciation of literature, students will explore a variety of short stories and/or poetry.

Content Focus:

Examples of parallel content teaching in Grade 8 ESL include work related to Slavery and the French Revolution (History), World Poverty and Economic Development (Geography), and Energy or Inheritance and Selection (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)
Praxis Sprache, Klasse 8
Praxis Sprache, Klasse 8, Arbeitsheft
Deutsch Plus, Klasse 8
Deutsch Plus, Klasse 8 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 8, the emphasis is placed on the introduction to media/ print media and the production of media related text types. This leads to a deepened reflection of language (styles, sense of audience, implicit meanings, ideas and opinions) and grammar (choice of tenses, word order, sentence formation) Argumentation and discussion pay tribute to the developing critical thinking of this age group. The introduction of drama (18th cent) and poetry (expressionism) form the basis to the history of literature. The unit 'detective novels' compares the 19th cent novel (Unterm Birnbaum) with a contemporary text (Der Scherbensammler). The Denglish-project or Dialect-project aims at intensifying the sense of language development and the appreciation of diversities and different concepts of German.

Grade 8 overview

1. Topics

- Right and wrong
- Prejudice and Discrimination
- Friendship and Freedom
- The Environment

2. Literature

- Bancher: *Die Warnung*
- Schiller: *Wilhelm Tell*
- Hoerschelmann: *Das Schiff Esperanza*

3. History of literature

- history of crime novels and stories /expressionism - poems

4. Projects

- Zeitungsprojekt, Denglish Dialect- or Jugendsprache project

5. Text production:

- summaries, description (Schilderung), presentations, protocol writing, characterization, interpretations and discussion and argumentation (Erörterung), creative writing (poetry and literary and factual texts), newspaper articles

Assessment

- Approx. 3-4 large tests per semester
- Unit quizzes (contents, spelling, grammar)
- Active class participation
- Presentations, reading aloud
- More elaborate homework (portfolios)
- End-of-year double test

German as a Foreign Language

Textbook title(s)
Themen aktuell
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 8 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 3A

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 8 overview

First Semester

- Making sure of arithmetic (general revision of arithmetic).
- Algebraic equations, inequalities and formulae.
- Arithmetic Sequences.
- Matrices
- Percentages
- Analysis and interpretation of straight line graphs.
- The solution of simultaneous equations.
- Areas
- Angles and angles in circles.
- Inverse and square matrices.

Second Semester

- Algebraic products.
- Algebraic factors
- The solution of quadratic equations by factorisation.
- Graphs.
- The geometry of polygons.
- Probability
- Ratio and Proportion
- Revision and further work on trigonometry.
- Revision of Pythagorean theory.
- Three figure bearings.
- Inequalities and regions
- Algebraic fractions
- Revision and further use of 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 3
Tricolore Total 3: Grammar in action

General introduction

French is taught four lessons per week as a foreign language. The CERF level of the grade 8 course is 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. The syllabus offers insights into the culture and society where the language is spoken and provides enjoyment and intellectual stimulation. In Grade 8, we form a sound base of the skills, language and attitudes required for progression to work on further study (the IGCSE programme).

Grade 8 overview

Unit 1: De jeunes francophones

- Giving personal information
- Talking about family and animals
- Talking about and describing friends and everyday life using adjectives
- Revising the present tense and reflexive verbs

Unit 2: Bienvenue à Paris!

- Talking about places in a town.
- Understanding how to travel by metro in Paris
- Giving opinions
- Using perfect tense with '*avoir*' and '*être*'
- Using expression of past time
- Using the perfect tense in the negative

Unit 3: Ça me passionne

- Talking about leisure activities
- Comparing past and present
- Using the imperfect tense
- Using the comparative and superlative

Unit 4: Notre monde

- Understanding information about French-speaking regions in the world.
- Talking about your town and area
- Understanding information about environment
- Discussing environmental problems
- Using the verb '*devoir*'
- Using '*il faut*' and '*il ne faut pas*' + infinitive

Unit 5: Au travail!

- Talking about school life
- Discussing plans for work experiences
- Discussing your future plans
- Talking about events in the past, in the present and the future
- Using different forms of the negative

- Using *aller + infinitive*

Unit 6: Au parc d'attraction

- Talking about a theme park
- Staying at a hotel and enquiring about hotel services
- Using the pronoun *Y*
- Using the future tense
- Using expression of time (past, present, future)

Unit 7: En forme

- Discussing healthy lifestyles, healthy eating and general fitness
- Identifying parts of the body
- Asking for an understanding medical advice and making an appointment at a doctor's
- Using adverbs
- Using the imperative
- Using the perfect and the imperfect tenses together

Unit 8: Vive les vacances!

- Talking about holiday plans
- Booking in and staying at a campsite
- Dealing with some holiday problems
- Using the pronouns *lui, leur, en*
- Using *qui* and *que*

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 four following components: Speaking, Reading, Listening and Writing. We also have mini-quiz (vocabulary or grammar tests) throughout the year. Weights: tests 70%, mini-quizzes 20%, homework 10%.

Spanish

Textbook title(s)
Mira 1 Pupil Book
Mira 1 Workbook A
Mira 1 Workbook B

General introduction

Grade 8 Spanish is an introductory course which aims to provide students with the necessary skills to express themselves in Spanish through day to day situations. Since this is the first year that LIS offer Spanish as a subject in Grade 8, the course starts at a beginner's level and therefore follows a similar Scheme of Work to the grade 6 course, although the topics are covered in greater detail.

The course follows the five strands of the UK 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 8 overview

The course is geared towards the practical use of the Spanish language, and focuses around the following main topics:

1. **Introduction to Spanish**
Spanish pronunciation. The Spanish alphabet. Classroom vocabulary. Numbers, dates. Introducing yourself, name, age, birthday.
2. **At school**
Subjects, lessons, teachers. Giving opinions and reasons. Food and drink. Using verbs and adjectives.
3. **Personal life and family**
Brothers and sisters. Appearance and character. Pets. Use of possessive adjectives. Counting up to 100. Colours.
4. **At home**
Where you live. Rooms in the house. Using prepositions. The verb *estar* (to be) for locations. Stem-changing verbs.
5. **Leisure**
Saying what you do in your free time. Telling time. Sports. Likes and dislikes. Saying what you are going to do. Practising pronunciation.
6. **The city**
Saying what your town is like. Asking about places. Making and responding to invitations. Talking about the weather. Building complex sentences. Using two tenses together.

Assessment

In Grade 8 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 class work 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 3 (Hodder)
Checkpoint Science Revision Guide (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 8 the practical focus is on learning how to evaluate a practical piece of work for accuracy and precision and on understanding and analysing fluctuations within a data set.

October Science Project: The focus of this project in Grade 8 is chemistry. Students will be given a chemistry topic, such as solubility of different salts or the effect of washing powders on different types of stain and asked to think of a research question they wish to investigate. Students will follow a protocol of their own design to collect data which will help them answer their question and present the results together with their conclusion and evaluation in a written laboratory report.

Grade 8 overview

Biology	Chemistry	Physics
Photosynthesis	Patterns of reactivity	Electrical current
Seeds	Preparing salts	Heat energy transfer
Food chains and webs	Endothermic and exothermic reactions	Pressure and density
Adaptation and selection	Rates of reaction	Electric Current
Human Influences and the environment	Periodic table	Energy Crisis

Assessment

Written exams to assess progress represent 60% of the achievement grade. 35% of the overall grade is determined by presentations and practical work (including the written laboratory reports) 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 science dictionaries for their class and homework and language focus activities form part of the curriculum. The degree of language support each EAL student requires is discussed with the ESL department.

Social Studies

Textbook title(s)
Oxford Geography Programme 1,2 and 3
Oxford International Students Atlas
Oxford International Student Atlas Skills workbook
Geography Fieldwork Projects
African peoples of the Americas
Revolutionary France
Revolution In France
South Africa, (ISBN 0521576784)
South Africa, (ISBN 0582473837)
The Great War

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.

Geography

The aim of the course is to explore in-depth the issues faced by those in Less Economically Developed Countries (LEDCs) and the inter-connections of these issues socially, politically, historically and environmentally. Strategies to overcome many challenges will also be addressed. In addition, the Geography course aims to develop students' geographical skills by including fieldwork and research projects.

History

The History course aims to continue the development of student's skills and understanding of concepts in History such as change and continuity, comparison and contrast and the interpretation of sources. The course involves in depth studies of The Transatlantic Slave trade, The French revolution, Apartheid in South Africa and the First World War. The latter topic begins to prepare the students for the IGCSE History course which begins after the First World War.

Grade 8 overview

Geography

- Development
- Aid
- Trade
- Fair Trade
- European Union
- Plate Tectonics

History

- Skills: Review of skills from grades 6 and 7 + Historians Perspective and Interpretation.
- The Transatlantic Slave Trade to Abolition.
- The French Revolution.
- South Africa under Apartheid
- The First World War – preparation for IGCSE course

- Revision for end of year tests.

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 piece 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 6 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 8 is based on the topic Identity. Core objectives are designed to include a variation of elements of design, media, and cultural/historical context.

Continuing from grades 6 and 7, the work in Grade 8 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 film).

Students will competently understand the meaning and value of the elements and principles of design when making and viewing works of art of different forms and from different cultures. 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**.

Students will use a sketchbook for more independent research in visual and written formats from appropriate resources. Lesson exercises, pages on art history, developmental planning, process and progress documentation and reflections will also be recorded into the sketchbook.

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

In Grade 8 **students will build up a more sustained approach to project work** in art, so that a set of work is produced rather than a single stand-alone piece. This takes into consideration the steady acquisition of knowledge and application skills learned in Grades 6 and 7. Gained abilities to be reflective and engaged allow students to be more independent and confident.

Students will evaluate their work and the work of others during and after the creative process in order to review and improve their creative development.

At the end of Grade 8 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 given a selection of three themes in which to research, develop, organize, experiment, and create an original piece of art. In conclusion students will evaluate and present their work.

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

Example Projects include:

Portraits	Multi-colour lino prints
Body Art	C. Sherman's Film
Mask making	Stills
Corporate Identity	
Expressive mimics	
Caricatures	

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

General introduction

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

Grade 8 overview

Pupils extend their knowledge of ICT by solving various problem of a holiday travel agent where all aspects of ICT are brought to bear in producing the solution to this multi faceted problem. A web site is produced during the first semester; the website design is revisited towards the end of the second semester. During the year various aspects of ICT theory are introduced and pupils will produce the project on Roller Coaster Design.

Topics:

- Spreadsheets - as Databases
- Control Systems Project- Theme park ride designed using a Roller Coaster design program.
- Desktop Publishing – Advertising campaign for a business.
- Photostory - Christmas Cards.
- Web Page Design - Hobbies/Holidays etc.
- (currently on trial is a unit on GameMaker)

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 8

- Samba
- The Blues
- Baroque Music / Ground Bass
- Voices in Layers
- What makes a good Song (2)
- Cover Versions

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 3
Personal and Social Education 3

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; 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.

Grade 8 overview

Term 1

- Emotional intelligence: name cards, choosing buddies & goals; what is emotional intelligence; groundings & qualities (for class); anger as a cover; what do you do? learning from mistakes; creating & choosing attitudes
- Health & safety: drugs education; relationships; STIs, HIV/AIDS
- IGCSE Options

Term 2

- Emotional intelligence: review of goals; goal setting; listening skills; appreciation & visualisation; emotions; other people’s behaviour (what lies beneath); My behaviour; changing my behaviour; getting your bearings; on course; you’ve made it
- Study skills: revision & exams;
- Health & safety: bereavement & loss; dangers of chat-room predators, cyber bullying, computer addiction & social networking sites (eg Facebook, Schüler VZ);
- Diversity: people with mental illness/ disorders; Eating disorders.

Term 3

- Emotional intelligence: review of goals; goal setting; listening skills; appreciation & visualisation; emotions;
- Health and safety: the law & teen crime; legal ages; banks & saving;
- Diversity & internationalism: Racism, prejudice, human rights & the UN;
- Final review.

Assessment

There is no formal assessment, though a PSHE comment will be included on reports.

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

What Follows After Grade 8?

After Grade 8, students enter the Grade 9 and 10 program at LIS which is built around the Cambridge International Examinations International General Certificate of Secondary Education (IGCSE) courses

Grade 9 – 10: IGCSE <http://www.cie.org.uk/>

Examinations are set and evaluated externally by the IGCSE Board in Cambridge, England.

A combination of IGCSE certificates with at least C's or better in the following 5 subjects is recognised as equivalent to a **Mittlere Reife / Realschulabschluss** by the state of Saxony:

1. English or ESL
2. German or GSL
3. Mathematics
4. History or Geography
5. Science

For details please see the IGCSE co-ordinator.