



YEAR 8

**CURRICULUM
INFORMATION
LETTER**

TERM 1

2019 - 2020

This term, our year 8 students have learnt and developed a variety of skills in reading and writing. In reading, the students continued to read and discuss an increasingly wide range of fiction, and non-fiction texts and they were able to compare a range of classic texts and stories from a range of cultures.

They developed an awareness of text structure and presentation and identified how authors' language choices enhance meaning and justify inferences with evidence from the text.

Also, they commented on the use of a wide range of punctuation to convey shades of meaning, examined how punctuation can create effect and practised removing particular punctuation marks from two or three text extracts and see what impact this has on meaning

For vocabulary, they extended their vocabulary by noting down powerful words in books read and consolidated and extended knowledge/understanding of powerful vocab. Moreover, they highlighted a range of texts for particular types of vocabulary, e.g. negative, positive, emotive, technical, persuasive, and discuss these in relation to audience and purpose; spotted archaic vocabulary in text extracts from the 19th and 20th centuries, find out their meaning and discuss why words change or fall out of fashion ;and collected examples of effective vocabulary use from text extracts

Concerning the language usage, students investigated short extracts from a range of texts and highlight complex sentences with adverbial and adjectival clauses and extended sentences by adding adverbial and adjectival clauses. Students, in addition, developed the skills of using their own words to answer reading questions inferred context clues in reading texts, provided evidence for suggested answers in reading texts. They understood different features for different genres and analysed recruitment posters used during wars.

In writing, students demonstrated controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect. They were able to use a range of sentence features to clarify or emphasise meaning; and to evaluate or analyse their own writing (and that of other learners) for variety of simple and complex sentences. Also, they included the correct features of every writing genre covered through the term: personal narrative, horror, myth and journalistic writing. Moreover, students used accurate punctuation including commas, parenthetical commas, colons, semi-colons, dashes and brackets.

Students identified the audience for the purpose of the writing, selecting the appropriate form and a wide range of devices to build cohesion within and across paragraphs. Furthermore, students proposed changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; interweaved descriptions of characters, settings and atmosphere with dialogue; and developed their writings by using a range of organizational devices, imagery, special techniques for effect and included a range of connectives. Students were able to take notes and summarise texts.

LITERATURE

This term, students are reading William Golding's masterpiece, Lord of The Flies. While reading the novel, the students determined themes and learned to cite the textual evidence that most strongly supported their ideas. They analyzed how particular lines of dialogue or incidents in the novel propelled the action, and revealed aspects of a character.

In terms of writing skills, students were able to write their response following the PEAS chain technique. They were also able to show empathy to any given character by writing an empathic response.

Another interesting aspect of our course was exploring the theories of human psychology and determine how they apply to the characters in the novel.

SCIENCE

Students learnt to identify the different variables in each investigation, extract and analyze data from graphs or tables. Students defined the main life processes as well as levels of cellular organization

They learnt to describe the shape and functions of various cell organelles and compare between plant and animal cells. They described the different features that enable some plant or animal cells to do a unique function.

They were able to explain the way different materials can enter or leave the cells based on the concentration of material inside and outside the cell.

Students investigated the factors affecting the rate of photosynthesis. They described the absorption and transport of water and mineral salts in flowering plants and explained the adaptations of leaves for photosynthesis

They understood the importance of water and mineral salts for plants' growth and sexual reproduction in flowering plants, including pollination, fertilization, seed formation and dispersal

Students identified the names, locations and functions of the major body organs.

Students learnt some new safety signs. They were able to describe the structure of an atom and compare between the terms "element", "compound" and "mixture".

They learnt to recognize the name and number of atoms in chemical formulae. They learnt to describe trends across groups in periodic table related to reactivity, size of atoms and melting or boiling point.

من خلال دراسة اللغة العربية هذا النصف من العام قمنا بتغطية النقاط الآتية :

• القراءة :

قمنا باختيار عدة موضوعات مثل (لو أننى ضابط شرطة - منتصر ومجاهد - موضوعات متحررة المحتوى) هذه الموضوعات تهدف إلى زيادة الوعي والمسئولية لدى التلاميذ من خلال الأفكار الموجودة بها ، فتعرف الطالب قدرًا من المفردات الجديدة بالإضافة إلى تحليل موضوعات القراءة متحررة المحتوى وفهم ما تحتوي عليه من فكر رئيسة وفرعية وتطبيق ذلك في التعبير سواء شفهيًا أو كتابيًا ، مما أكسب الطلاب القدرة على نقد وتحليل آرائهم وآراء زملائهم .

• النصوص :

وفى النصوص درسنا عددا من النصوص المتنوعة بين الشعر والنثر والحديث ، والتي من خلالها قمنا بالتأكيد على مفهوم الجماليات وتذكر أنواعها ، وفهم القيمة اللغوية لكل من الأساليب والتشبيهات والتضاد والمقابلة ، ثم تطبيق ذلك وشرح كيفية استخراجها من أى نص حتى غير النصوص التي يدرسونها ، حيث يستطيع الطالب تحليل ما يعرض عليه من نصوص بعد ذلك ، كما تعلم كيفية نقد الشاعر أو الكاتب وتبيين مدى اتفائه مع رأيه من عدمه ، وتقديم ما يدعم رأيه من أدلة ، إلى أن يصل الطالب إلى مرحلة يبديع فيها ويستخدم ذلك كله في التعبير بأسلوب قوى فصيح سواء كان تعبيرًا شفهيًا أو كتابيًا .

• التعبير :

مراجعة وتذكر ما تم دراسته من أنواع التعبير الوظيفي (البرقية - اللافتة - الإعلان) ، وشرح وتوضيح أنواع أخرى مثل (الرسالة - الدعوة) ، وفى التعبير الإبداعي تدرّب الطالب على تحليل رأس الموضوع واستخراج الأفكار الموجودة بها ، وتحديد الرئيس والفرعي منها ، ثم تطبيق ما تعلمه من قواعد وجماليات مستخدمًا المفردات الجديدة في عملية الكتابة ، وبعد الكتابة يقوم الطالب بتنقيح موضوعه وتحديد ما به من قصور كنوع من التقييم الذاتي قبل تقييم المعلم .

• الإملاء والخط :

بالنسبة للإملاء فسنعمل على مراجعة وتذكر القواعد التي تم دراستها وتوضيح الفرق بين التاء المربوطة والهاء المربوطة ، وقواعد التنوين وأنواعه ، بالإضافة إلى معرفة قواعد رسم الهمزة سواء فى أول الكلمة أو وسطها أو فى آخرها ، وتطبيق ذلك فى عملية الكتابة ، بالإضافة إلى قدرته على تحليل الكلمات حسب نوع الهمزة .

أما الخط فسوف نتناول أشكالاً أخرى للحروف الهجائية بين خطى النسخ والرقعة وتوضيح الفرق بينها عند الكتابة .

• القواعد النحوية :

استطاع الطلاب معرفة قواعد جديدة ، وتذكر ما سبق دراسته ، مما أكسبهم القدرة على فهم وتقسيم الكلمات فى اللغة العربية بناء على حركة الحرف الأخير فى الكلمة من عدمها وبالتالي تمكنوا من تحليلها وتصنيفها إلى (معرب - ومبنى) ، وذلك من خلال درس المعرب والمبنى فى الأسماء والحروف والأفعال .

أيضًا تناولنا أنواعًا أخرى للنعت كالنعت الجملة والنعت شبه الجملة ، بالإضافة إلى شرح أسلوب العطف واستخدام أدوات مثل (لا

- بل - لكن) كأدوات للعطف ، مما جعل الطالب قادرًا على استخدام الجمل استخدامات متعددة حسب موقعها الإعرابي ، وتركيب جمل توضح معانى حروف العطف (لا - بل - لكن) خاصة أن هذه الأدوات لها استخدامات أخرى فى اللغة .

SECOND LANGUAGES

In French classes, students learned how to identify key words in sentences and conjugate the 3 different groups of verbs in the present and past tense. They learned to make complex sentences using “ les pronoms relatifs qui-que”.

They were exposed to two different types of texts : documentary texts and comic books, through which they learned a variety of skills; to recognize each type and identify its characteristics, to design similar texts, to compare both genres and to use new vocabulary words in complex sentences in different contexts.

Students enhanced their writing skills using new vocabulary acquired in their study book: Adomania 3 in several topics. They wrote about new hobbies and activities they practice in their free time. They also used their new vocabulary to describe new and exotic cities and places in the world, and explain their customs and traditions.

The German course introduces the culture and the daily life in Germany. They also learned about the history of Germany under the reign of Hitler.

Our course book “ **Ideen 2**” enables students to reach the required level in an interesting and easy way, following the most modern methods of learning and introducing themes of their interests.

Students were able to describe and talk about sickness using the vocab they learned. Students’ writing skills were enhanced as they learned how to write about an accident and about their sickness.

Students learned how to conjugate the verbs in the present and past tense. Then they learned how to join the parts of the sentences using the conjunctions “ obwohl und trotzdem”.

Students were exposed to authentic situations, topics and texts which helped develop their listening skills. They were required to answer listening based task sheets to ensure their understanding of what they read.

Finally, they were exposed to new vocabulary words and expressions through the listening task, which they used later in their speaking activities.

Students practised reading their story: “**Tina**”, chapter 1-4 and they were encouraged to find the meaning of new vocabulary words then use them in different contexts.

This term, students learnt the **Hardware** and **Software** and their types. They memorized the two types of Hardware which are **external** and **internal** and the types of Software which are **system** and **application** and they related between the theoretical and practical part while explaining the application software represented in the data manipulation, web authoring, spreadsheets,...etc. Students also learnt HTML Hypertext Markup Language and explored new coding terminologies, as HTML is the authoring language used to create documents on the World Wide Web by using a variety of tags, elements and attributes.

Students were able to write a program on a text document using Notepad application to create a web page that can be published on any browser adding a lot of features such as headings, breaks, titles, images and hyperlinks. They learnt one of the web authoring applications which is Ms. Web Expression 4 used to create websites with additional advanced features.

Students learnt how to create new websites containing one home page and an infinite number of normal webpages. They compared between the home page which should be named "Home" or "Index" or "Default" and the normal webpage. Students related between this program and the programming language "HTML". They were able to add all the webpage contents in a table which could be modified through table properties, also they designed images with high resolution in Ms. PowerPoint and then inserted it in Expression web. They understood how to use color codes, interactive buttons and texture backgrounds.

Students recognized the importance of using database in all areas of life, and they related this to supermarkets, schools pricing systems. They explored a database package represented in **Ms. Access** 2013. They learnt how to create a database and that the table is the main object in it. They designed a table in the design view by adding field names and determining the appropriate data types such as text(long and short), number, auto number, yes/no, attachment, calculated, hyperlink, date/time, currency and lookup wizard, then they switched to the datasheet view to fill the table with new records. Ms. Access will be continued next term with more database objects.

GLOBAL PERSPECTIVE

Students learned all about World wars and how they took place. Students explored how war could lead to inventions (useful or useless). They explored the long-term causes and short-term causes for WWI. We also covered the effect of war on the society.

Certain skills were developed and practiced in class through projects and activities such as defining, describing, comparing and criticizing.

ARABIC SOCIAL STUDIES

- في الوحدة الأولى تعلم الطلاب معنى الموقع الفلكي والجغرافي وقاموا بتطبيق ذلك على خريطة الوطن العربي حيث قاموا بتحديد الموقع الفلكي الجغرافي وحدود الوطن العربي كما قاموا بتحديد أهمية موقع الوطن العربي الحضارية والاقتصادية والاستراتيجية عرف الطلاب أسماء الدول العربية وتقسيمها إلى آسيوية وإفريقية توزيعها على الخريطة. تعلم الطلاب أهم مظاهر السطح في الوطن العربي ثم قاموا بتوزيعها على الخريطة، كما عرفوا أهم الأقاليم المناخية والنباتية في الوطن العربي وأيضاً تم توزيعها على خريطة الوطن العربي.
- في الوحدة الثانية تعلم الطلاب بعض المفاهيم مثل النمو السكاني والمشكلة السكانية وتوقع الطلاب أهم المشكلات السكانية في الوطن العربي وقاموا بمناقشة لتحديد أهم الحلول لتلك المشكلات، كما قام الطلاب بتحديد أسباب اختلاف توزيع السكان بين الدول العربية.
- في الوحدة الثالثة تعلم الطلاب الكثير من المعلومات عن التاريخ الإسلامي منذ البعثة النبوية حتى وفاة الرسول صلى الله عليه وسلم و عرف الطلاب بعض المفاهيم مثل غزوة وسرية ومهاجرين وأنصار ومرتدين وغيرها.
- في الوحدة الرابعة تعلم الطلاب الكثير من المعلومات عن تاريخ الخلفاء الراشدين وتحديد أهم الأحداث وأهم أعمال كل منهم.
- في ختام الوحدة قام الطلاب بعمل مقارنة بين الخلفاء الراشدين من حيث مدة حكم كل منهم وأهم الأعمال.

ART

Students were able to identify depth in atmospheric perspective. They produced a sunset landscape using watercolors. Working in groups, they produced a doodling technique drawing using poster colors and markers. Students mixed tints and shades of colors to make a sky landscape identifying the moon with a silhouette using tints and shades of blue.

Then, they drew a monochromatic still life using soft pastel. To identify balance in art, they drew a half and half portrait using pencil colors.

To produce a design using lines and shapes, students drew a clef design. By the end of the term, students created a collage with their drawings to represent the most important events that happened in Egypt in the past decade.

PHYSICAL EDUCATION

Boys practiced some football techniques including:

- a. Passing, one of the most fundamental skill in soccer
- b. Dribbling, is the primary method of moving the ball up the field
- c. Receiving a ball, second most important thing in soccer
- d. Goalkeeping, last line of defense - doing whatever possible to keep the ball out of the net

Girls practiced some handball techniques including:

- a. Catching and receiving the ball
- b. Dribbling, while moving on the field
- c. Passing, the basic skill allowing all attack actions
- d. Moving, pushing the ball firmly down and forward