



ST ANDREW'S
INTERNATIONAL SCHOOL

St Andrew's International School Middle Years' Diploma

Grade 8 Horizontal Curriculum Scope and Sequence

	Subject	Aug/Sept.	October	November	December	January	February	March	April	May	June
	English	Summer Reading Presentations Lord of the Flies	Descriptive Writing Prose Analysis Discussion Context Literary Elements The Literature Essay				Unit 2: Sonnet Romeo Juliet Non-Fiction Writing Dramatic Elements Conventions of Shakespearean drama Literature Essay			Unit 3: Non-Fiction Introduction to IGCSE (Paper 1) Reading Skills	Portfolio
	Math	Investigation, Calculating: Indices & roots, standard form, rounding, bounds Visualizing and constructing: Constructing arcs, perpendicular bisectors, and angle bisectors	Visualizing and constructing: Constructing perpendicular lines, locus (loci), and 2D shapes; plans & elevations Algebraic proficiency - tinkering: Multiply algebraic expressions in the form $(x \pm a)(x \pm b)$, collecting like terms,	Algebraic proficiency - tinkering: Create expressions Proportional reasoning: Direct and inverse proportion, graphs of proportion, congruency, similar shapes, speed, density & pressure	Pattern sniffing: Fibonacci sequence, substitution, quadratic sequences	Pattern sniffing: Quadratic sequences Solving equations and inequalities I: Inequalities - including number lines Calculating space: Vocabulary of circles	Calculating space: Arc length, sector area, surface areas of prisms, Pythagoras theorem Conjecturing: Congruent triangles	Conjecturing: Testing conjectures, mathematical proofs, pythagorean triples Algebraic proficiency - visualizing: $y=mx+c$, equations of lines, graphs - quadratic, cubic, reciprocal, distance, speed and acceleration	Solving equations and inequalities I: Solving simultaneous equations - graphs, substitution and elimination	Understanding risk: Probability, probability tree diagrams Presentation of data: Constructing graphs of time series	Presentation of data: Compound bar charts, scatter diagrams - correlation, line of best fit, estimating values Review for end of year examination

			factorisation - common factors, quadratic expressions, mathematical argument							
Science	Welcome to Science <i>Working Scientifically</i>	Growth & Reproduction		Inheritance, Chromosomes & DNA		Separation of Mixtures		Acids and Alkalis	STEM Challenge: Engineering	Sound & Light Waves
I&S	The First World War In this unit, students will learn about some of the causes, experiences and consequences of the First World War. Students will consider how and why this war is such an important part of History, and gain some background knowledge that will be of use of they wish to study History at IGCSE and/or IB.			Why do countries experience revolution? By the end of this unit students will understand the causes which lead to a revolution. They will understand the inequalities in a society and the economic factors which have lead to many revolutions and conflicts in countries.		Brazil - land of contrasts In this G8 social studies unit, students will delve into the multifaceted tapestry of Brazil, examining its geographical features, historical development, cultural diversity, and contemporary issues. Through a variety of engaging activities, discussions, and projects, students will gain a deeper understanding of Brazil's place in the world and the complexities of its society.		Why are some countries more developed than others? Why are some countries more developed than others? To go through different factors that affect the development of a country. Linking history and geography together to explore different countries and why some are more developed than others.		
MFL (Fr)	À la maison (housechores)		En ville (places in town, transport, activities, Paris)			Des conseils pour une vie saine (habits and advice, emergencies, routines)		Les vacances (countries, activities, transport and stays)		
MFL (Sp)	Health and Fitness <ul style="list-style-type: none">Daily routineTalking about staying fitTalking about how you feelGiving advice about health Culture: Argentina			Shopping <ul style="list-style-type: none">Asking for and giving opinions on shoppingAsking for and offering		Celebrations <ul style="list-style-type: none">Talking about holiday plansDiscussing past holidaysPreparing for a party		Travelling <ul style="list-style-type: none">Asking for and giving travel informationTalking about a trip		EOY Exam

			<ul style="list-style-type: none">help in a storeSaying where you went and what you didTalking on the telephone <p>Culture: Florida</p>	<ul style="list-style-type: none">Greeting, introducing others, and saying goodbye <p>Culture: Dominican Republic</p>	<ul style="list-style-type: none">Expressing hopes and wishes about holiday travels <p>Culture: Peru</p>		
Music	<p>Theory: Review note names, including ledger lines</p> <p>Reinforce Time Signatures 2/2 3/2 4/2 3/8</p> <p>Band Performance: Review Notes in B Flat Concert</p> <p>World Music: Bahamas</p>	<p>Theory: Introduce and reinforce Major Scales (B flat, E flat and A), including key signatures and accidentals</p> <p>Reinforce semitones and major scales</p> <p>Band Performance: Song: Hallelujah</p> <p>World Music: Europe</p>	<p>Theory: Introduce Triplet notation</p> <p>Band Performance: Pink Panther</p>	<p>Reinforce Triplet notation – writing triplets of different note values, inserting triplets in to music</p> <p>Band Performance: Pink</p>	<p>Theory: Introduce Minor Scales – (A, E and D) Relative to Major Harmonic and Melodic</p> <p>Band Performance: March On Bahamaland</p> <p>World Music: Asia</p>	<p>Theory: Continue with minor scales – Identifying keys through accidentals</p> <p>Band Performance: March On Bahamaland</p> <p>World Music: Choice Country</p>	<p>Music Review - Create an online game which reviews the topics covered in theory</p> <p>Performance: Choice of Instrument</p>
Art	<p>Composition</p> <p>Drawing basics- “All About Me”</p> <p>Perspective 1pt & 2pt-“It’s Your Perspective”</p>	<p>Still life</p> <p>Proper shape</p> <p>Proper creation of form</p> <p>Rendering of surface area</p> <p>Proper composition</p>	<p>Interpretative study</p> <p>Concepts based on prompts</p> <p>Research procedures and medium experimentation</p> <p>Preparatory presentations</p> <p>Final Presentations</p>	<p>Graphic Design</p> <p>Concept Design (Mind Map)</p> <p>Illustration Basics</p> <p>Lettering Basics</p> <p>Media Experimentation</p>	<p>Rhythm- Printmaking & Painting</p> <p>Types of Rhythm</p> <p>Printmaking Techniques</p> <p>Painting Techniques</p>		

		Artwork- Perspective project				Scale Artwork- Poster Design project	Art History – Amos Ferguson Artwork- Painting project (Amos Ferguson inspired)					
	Drama	Understan ding Theatre Companies	What is Acting:		Developing A Role:		Understanding Theatre Companies		What is Acting:		Developing A Role:	
		Students will be able to Students will be able to Explain the value of theatre Investigate the collaborativ y nature of theatre and its processes Explore a variety of scripts as a theatre company and then collaborativ y choose two for performance	Students will be able to 1. Practically explore the definition of acting 2. Explain the fundamental differences between subject and objective acting. 3. Examine, explain and reflect on the audition process 4. Select roles for practical character development 5. Strategize and practically explore character development in preparation for auditions		Students will be able to 1. Explore and discuss roles in order to annotate scripts for character development 2. Create character sketches 3. Design vision boards in order to develop characters 4. Apply creative knowledge from analysis, exploration and reflection in to rehearse the role		Students will be able to 1. Explain the value of theatre 2. Investigate the collaboratively nature of theatre and its processes 3. Explore a variety of scripts as a theatre company and then collaboratively choose two for performance		Students will be able to 1. Practically explore the definition of acting 2. Explain the fundamental differences between subject and objective acting. 3. Examine, explain and reflect on the audition process 4. Select roles for practical character development 5. Strategize and practically explore character development in preparation for auditions		Students will be able to Explore and discuss roles in order to annotate scripts for character development Create character sketches Design vision boards in order to develop characters Apply creative knowledge from analysis, exploration and reflection in to rehearse the role	
	PE	Swimming		Track & Field		Soccer		Volleyball		Softball & Option		
		1- Identify, understand and follow the basic rules of the pool		-Each of the following activities are practiced and performed:		1.-Keep ups, feet, thighs, (3 attempts) 2. - Two different turns- Cruyf, and inside hook.		1. – Demonstrate the Ready Position a) to dig and b) to volley		1. – Demonstrate proper batting stance		

		<p>2- Tread water for a minimum of 2 minutes and tread water for 1 minute not using either legs or arms</p> <p>3- Enter the water using a shallow dive</p> <p>4- Perform at least three of the four strokes to an efficient standard</p> <p>5- Perform the dolphin kick with freestyle arms in preparation for the Butterfly</p> <p>6- Swim at least three of the strokes over 25m and 50m at competition speed</p> <p>7- Perform a five minute endurance swim with the opportunity to stop at either end if required. A student can choose any stroke or a combination of strokes</p> <p>8- Turn in the water away from the wall, Showing the correct breaststroke turn and finish</p> <p>9- Perform Backstroke starts</p> <p>Basketball</p> <p>1.-Develop individual techniques in dribbling, passing, catching, pivoting, outbound passing and shooting</p> <p>2.-Develop the ability to attack 1v1 without the ball</p> <p>3.-Explore and Apply principles of offense and defense</p> <p>5.-Demonstrate the shooting Principles which will be recapped and developed from previous year for set shot, jump shot and lay-up</p>	<p>Discus</p> <p>Shot put</p> <p>Javelin</p> <p>Long Jump</p> <p>Triple Jump</p> <p>High Jump</p> <p>Sprint</p> <p>100m</p> <p>200m</p> <p>400m</p> <p>Middle Distance</p> <p>800m</p> <p>1500m</p> <p>Hurdles</p> <p>Relay</p> <p>-Each event is either: graded, measured or timed and results are recorded.</p> <p>-All students are to follow instructions closely and know and practice safety rules.</p> <p>-Top students are also expected to be able to demonstrate correct technique in front of their peers.</p>	<p>3. –Control- feet, thigh and chest.</p> <p>4. - Volley</p> <p>5. – Jockeying</p> <p>6. – Block tackle</p> <p>Health Related Fitness</p> <p>1. Revise the 5 components of fitness and each student to be able to identify an activity/sport which utilizes one of the areas more.</p> <p>2. Understand Basic factors that affect fitness</p> <p>3. Understand the difference between Resting Pulse Rate and Max Heart rate (HR) and recovery</p> <p>4. Complete 1 mile run at an even pace (jogging no stops or walking) in 10 minutes or under</p> <p>5. Undertake the Cooper's Test</p> <p>6. Follow a simple Fitness exercise circuit</p> <p>7. Follow and participate in 'Bleep Test' (The Multi Stage Fitness Test)</p>	<p>2. – Volley the ball over the net with lateral movement (x3)</p> <p>3. – Tip the ball over the net</p> <p>4. – Technique of the block</p> <p>5. – Underhand Serve to half of back court (x5)</p> <p>6. – Game observation</p>	<p>2. – Demonstrate proper swing technique</p> <p>3. – Demonstrate proper technique when throwing overhand to instructor</p> <p>4. – Catch and/or field a ball thrown in a number of ways</p> <p>5. – Show understanding of positioning when playing an infield position</p> <p>6. – Pitch a ball underhand (lob)</p> <p>7. – Demonstrate proper base running techniques</p> <p>8. – Show understanding of basic softball rules</p>
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		6.-Understand and perform rebounds 7.-Understand and perform dead-ball situations 8.-Understand and show practical knowledge of basic rules- traveling, double dribble and contact 9.-Show fair play and etiquette on and off the court					
L I F E L O N G L E A R N I	Health and Wellbeing	Eating Healthy What's on a Food Label? Identify healthy and unhealthy nutrients on a food label. What are the food groups?	.Diet and Nutrition - explore the role and function of the different nutrients, food sources, diets of the world, food as medicine, and food sustainability	Healthy Relationships Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual/reproductive health		Physical Wellbeing Students will explore the components of physical fitness and how to maintain physical wellbeing.	
	Global Citizenship	Identity and Belonging • Identity and diversity - how we see ourselves and others. • Perspective and communities - beliefs and values contribute to how we make sense of the world around us and who we (and others) are in our social context.		Global Citizenship: The Sustainable Development (Global) Goals Students identify key issues that affect people around the world through an analysis and evaluation of the United Nations Sustainable Development Goals (SDGs). There are 17 goals that were set up by the United Nations General Assembly in 2015 targeted to be achieved by 2030. The goals are interlinked with the aim of providing a sustainable future for everyone and, promoting peace and justice is an important part of achieving the SDGs.		Advocacy and representation: Debating key issues In this unit, students learn about the skills used in debating. The importance of facts vs opinions. The importance of being open minded, tolerant and a good listener. Students will need to understand the importance of understanding the opposing point of view. Students will learn to speak up for others, even if their views are different.	

N G			Students explore the opportunities to take part in identifying, planning and taking action on issues that directly and indirectly affect them recognising that local actions can also have global consequences.			
	ICT	Data Analysis using Google Sheets		Programming in Javascript		
	Personal and Social Wellbeing	Intro to SEL Student Needs	Self Awareness Building Resilience Examining Beliefs Your Future Self	self Management Taking Responsibility Overcoming Negativity Perseverance Decreasing Defensiveness	Social Awareness Social media Public speaking Leadership	Relationship Skills Boundaries Listening to others Resisting peer pressure Making amends

	Level Up	Approaches to Learning and Study Skill Techniques Fixed intelligence Journaling (intro.) Procrastination SMART goals Feynman Technique Pomodoro Technique Digital distraction (phones) Self-reflection			Unit 2 New Year resolutions Journaling (cont'd) Journaling techniques Switching off Effective study habits Teaching what I've learned Study skills Speed reading Subvocalization Memory skills		