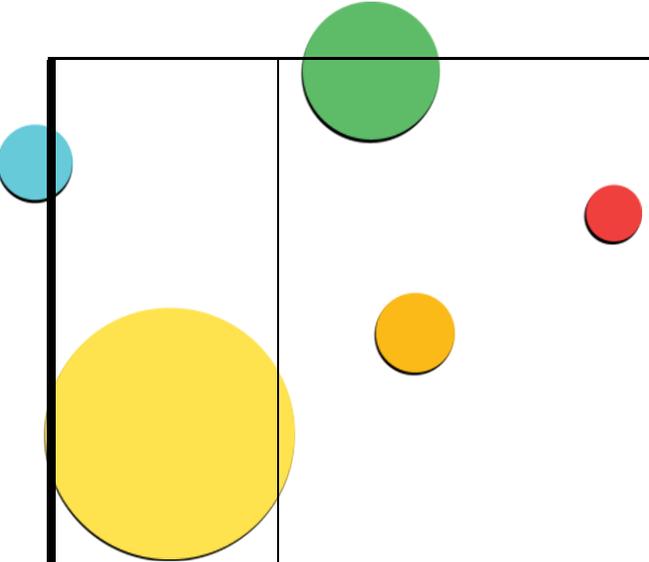
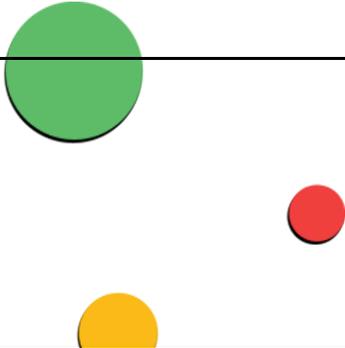


**Straits International School Rawang**  
**Curriculum Overview**  
**Year 8 Term 3.2 2024/2025**

Term 3.1	What are we learning?	What KUS will we gain?	What will excellence look like?
Mathematics	Unit 13 Probability  Unit 14 Position and transformation	Year 8 students will delve into Probability and Position and Transformation. They will calculate probabilities of complementary events and use lists, diagrams, tables, and charts to identify equally likely outcomes and determine all possible results. Students will also calculate experimental probabilities and compare them with theoretical ones, enhancing their data interpretation skills. In geometry, they will explore direction using bearings, calculate the coordinates of midpoints of line segments, and translate shapes using vector notation on coordinate grids.	Excellence will be confidently calculate and interpret probabilities using various representations such as lists, tables, and charts. They will accurately compare experimental and theoretical probabilities and explain discrepancies. In geometry, they will use bearings precisely, find midpoints correctly, and apply vector translation with clear understanding. They will demonstrate logical reasoning, apply knowledge to real-world contexts, and communicate mathematical ideas effectively, showing both fluency in methods and depth in conceptual understanding across both probability and transformation topics.
How will this be assessed?		Mental Maths, Sparx Maths, Major Assessment.	
First Language English	A Midsummer Night's Dream – William Shakespeare	In this unit, Year 8 students will develop knowledge of the narrative, characters, and themes of <i>A Midsummer Night's Dream</i> . They will explore how Shakespeare uses language to create	Excellence in the <i>A Midsummer Night's Dream</i> unit for Year 8 means demonstrating a strong understanding of the plot, characters, themes, and historical context of the play.

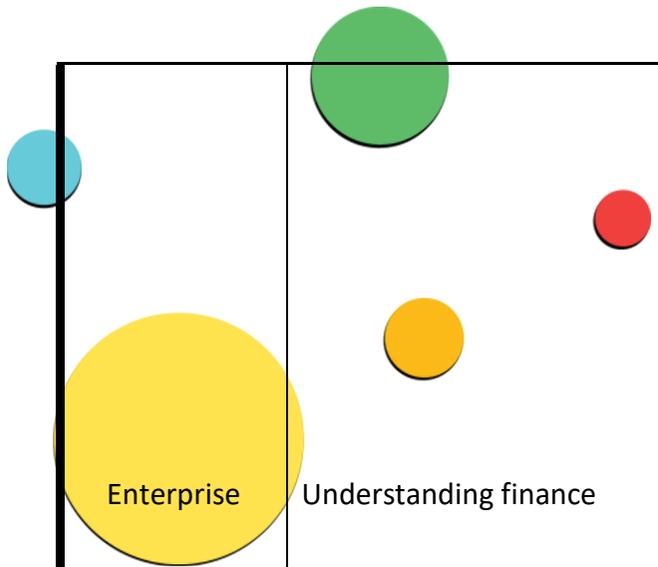


	<p>humour and convey deeper meanings, while also understanding the historical context of the play.</p> <p>Students will develop skills in reading and analysing the text, focusing on how characters evolve and how themes such as love, conflict, and dreams are portrayed. They will refine their ability to interpret Shakespeare’s language and examine its impact.</p> <p>By the end of the unit, students will have the understanding needed to explain the key themes and characters of the play. They will be able to make connections between the historical context and the text. Additionally, students will strengthen their skills in reading, writing, and thinking critically, enabling them to engage thoughtfully in discussions about the literature.</p>		<p>Year 8 students should be able to analyse Shakespeare's language and literary devices, making thoughtful connections and considering different interpretations.</p> <p>They should express their ideas clearly in both written and spoken forms, showing creativity and originality, particularly when tasks involve modernizing scenes.</p> <p>Achieving excellence involves participating confidently in discussions and academic writing, with a deep and thoughtful engagement with the play.</p>
<p>How will this be assessed?</p>		<p>Assessment will focus on their understanding of the play, their ability to analyse language and themes, and their creativity and clarity in expressing ideas.</p>	
<p>English as a Second Language</p>	<p>Music</p>	<p>In this unit, students explore the role of music in culture, identity, and communication. They learn vocabulary related to musical genres, instruments, moods, and the language of music appreciation. Through listening tasks, students respond to different styles of music and describe the emotions or stories they convey. Reading activities focus on texts about musicians, music traditions, and how</p>	<p><b>Excellence</b> will be demonstrated by students who use rich, accurate language to describe music, discuss its cultural relevance, and express well-developed opinions. Confident students will engage in thoughtful discussions, show interest in diverse musical traditions, and write clearly structured opinion pieces or reviews with appropriate tone and vocabulary.</p>

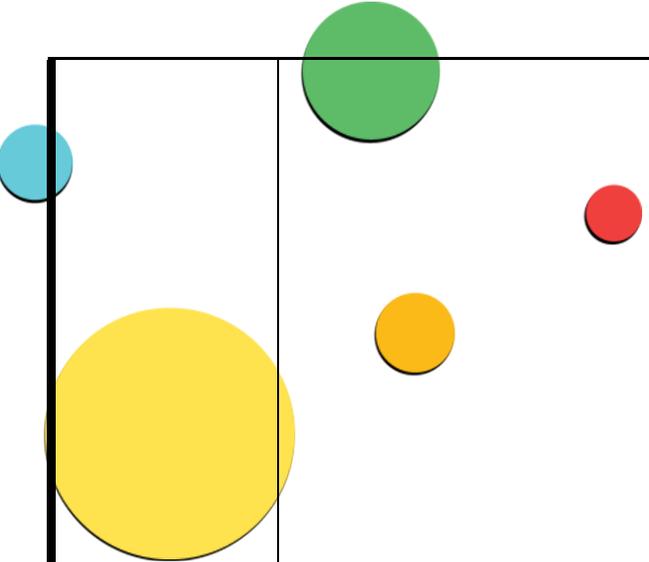
		<p>music is used in media and daily life. Grammar points include adjectives for description, comparatives and superlatives, and opinion structures (e.g. <i>I think...</i>, <i>In my opinion...</i>). Students will also practise expressing preferences and making recommendations, both orally and in writing.</p>	
<p>How will this be assessed?</p>		<p>Reading comprehension on the impact of music, a listening activity involving musical excerpts, a class discussion or short presentation about a favourite artist or genre, and a written music review or opinion article on how music influences emotions or brings people together.</p>	
<p>English as an Additional Language (EAL)</p>	<p>Natural Wonders</p>	<p>In the <b>Natural Wonders</b> unit, students will develop their speaking, listening, reading, and writing skills through a range of engaging activities. They will ask and answer questions in quizzes about geographical features and wildlife, understand scientific explanations, and have conversations about natural wonders. Students will explore what makes the sky blue, take part in a radio phone-in role play, and write about a place in their country that could be a World Heritage Site. They will also give presentations on natural wonders of the world and read a novel extract about a Maori family in New Zealand, using it as a springboard to write a continuation scene. Through these tasks, students will build knowledge of natural phenomena, improve their ability to explain and describe in English, and gain confidence in using language in real-world and creative contexts.</p>	<p>Students can confidently use a wide range of topic-specific vocabulary and accurate grammar to communicate clearly in both spoken and written English. The students will ask and answer questions fluently in quizzes and discussions, showing curiosity and understanding of geographical and scientific concepts. They will engage actively in role plays and presentations, speaking with clarity, expression, and appropriate tone. In writing, they will produce well-structured texts such as a descriptive account of a potential World Heritage Site and a creative continuation of a novel scene, using rich detail and varied sentence structures. Additionally, the students will show the ability to make connections between ideas, express opinions with justification, and respond thoughtfully to what they have read or heard.</p>

<p>How will this be assessed</p>		<p>Formative assessments, summative assessments, worksheets, presentations, quiz and group work.</p>	
<p>Science</p>	<p>The Health of the Environment Chemical reactions II Our changing climate</p>	<p>Students will learn to distinguish between weather and climate and understand the causes and impacts of climate change, both past and present. They will explore how scientists gather evidence to study climate trends using different methods and data sources. In the topic of energy, students will learn about the world's growing energy needs and the processes involved in generating electricity. They will study both non-renewable energy sources such as fossil fuels and a variety of renewable sources including solar, geothermal, water, wind, biofuels, and bioplastics, understanding their benefits and limitations.</p> <p>In studying the Earth in space, students will learn about the structure and vastness of galaxies, the nature and role of asteroids in the solar system, and the concept of Earth's magnetic field and its importance. Across all these topics, students will develop skills in interpreting scientific data, evaluating evidence, and using scientific vocabulary to explain complex ideas clearly. They will also enhance their ability to connect scientific concepts</p>	<p>Student will confidently explain the differences between weather and climate and the science behind climate change, supported by evidence. They will critically evaluate various energy sources, discussing their environmental impact and sustainability. In Earth and space science, they will clearly describe astronomical concepts and the Earth's magnetic properties using accurate terminology. Their work will show careful analysis, strong reasoning, and the ability to apply scientific knowledge to current global challenges and future technologies.</p>

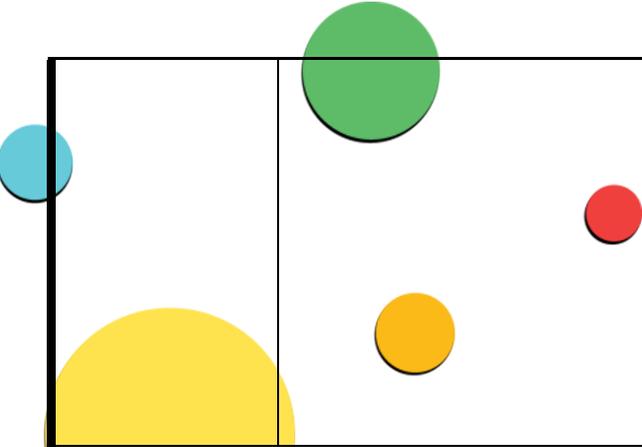
		to real-world issues such as climate change, sustainable energy, and space phenomena.	
How will this be assessed?		Quizzes, projects, experiments, assessments	
History	The Restoration: The Merry Monarch	<p>This chapter guides students through a pivotal period in British history where monarchy was restored, disaster struck (twice), and resilience led to transformation. Students will explore the political atmosphere surrounding Charles II's return, the social and health impacts of the Great Plague, the destruction caused by the Great Fire, and how these events influenced the redesign and modernization of London.</p> <p>They will develop both factual understanding and historical empathy, drawing conclusions about how past societies responded to crisis and change.</p>	<ul style="list-style-type: none"> <li>• Accurately <b>describe and sequence</b> major events: the return of the monarchy, the plague outbreak (1665), the Great Fire (1666), and the city's reconstruction.</li> <li>• <b>Explain the causes and effects</b> of both the plague and the fire with attention to detail and historical evidence.</li> <li>• <b>Compare different perspectives</b>, showing how various people (e.g. King Charles II, doctors, poor Londoners, architects) might have experienced these events.</li> <li>• Describe how the <b>rebuilding of London</b> reflected lessons learned from the disasters (e.g. use of bricks instead of timber, wider streets, urban planning).</li> <li>• Present information with <b>clarity and historical vocabulary</b> (e.g. 'Restoration', 'epidemic', 'firebreak', 'urban renewal').</li> </ul>
How will this be assessed?			



<p>Enterprise</p>	<p>Understanding finance</p>	<p>By learning about sources of finance, students gain essential knowledge of how businesses fund their operations and growth. They explore a range of financial options such as personal savings, bank loans, crowdfunding, venture capital, and government grants. Students develop an understanding of the advantages and disadvantages of each source, and when different types of finance are most appropriate. Through case studies and enterprise activities, they build skills in budgeting, financial planning, and decision-making. This learning helps students to think critically about financial choices, assess risk, and understand the importance of managing money responsibly in both business and personal contexts. It also encourages entrepreneurial thinking by showing how access to finance can turn ideas into real ventures.</p>	<p>Excellence will be demonstrated through a clear and confident understanding of a wide range of financial options and the ability to evaluate their suitability for different business situations. Students showing excellence will accurately explain the features, benefits, and drawbacks of sources such as loans, savings, crowdfunding, and grants, using real or hypothetical examples to support their analysis. They will apply this knowledge effectively in enterprise tasks, such as planning a business idea or budgeting for a project, showing sound financial judgment and creativity. Their work will reflect strong reasoning, thoughtful comparisons, and an awareness of risk and responsibility in financial decision-making. These students will also show initiative in researching finance options and contribute insightful ideas during discussions and group work.</p>
<p>How will this be assessed?</p>		<p>Individual quizzes, group tasks, presentations, worksheets, exam-style questions.</p>	
<p>ICT</p>	<p>Chapter 4: Computer systems</p>	<p>Understand the components of computer architecture (CPU, memory, buses). Know different types of software (system and application). Learn how data is represented using binary, hexadecimal.</p>	<p>Students can confidently explain computer systems and data processing using accurate technical terms, apply logic gates correctly, analyze data representation methods, and critically evaluate the role and impact of emerging technologies like AR and AI with real-world examples.</p>

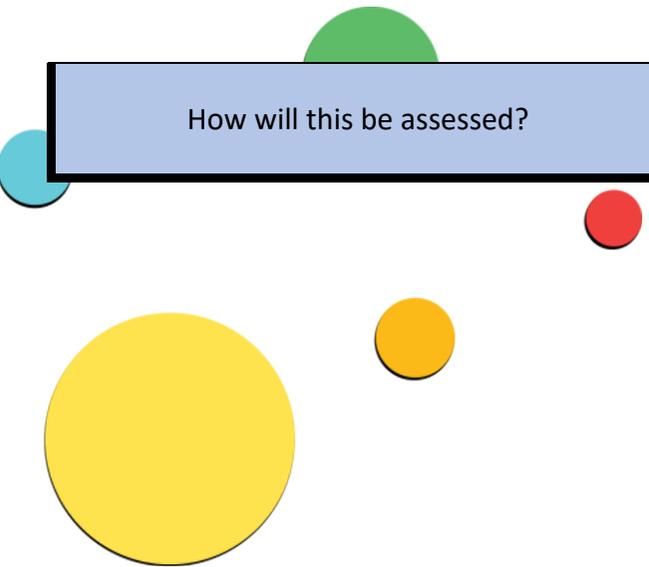


		<p>Identify and describe logic gates and truth tables. Know the concepts and examples of AR and AI.</p> <p>Explain how computers process data and execute instructions. Understand the purpose and function of various software types. Recognize how computers store and interpret different forms of data. Understand how logic gates determine outcomes in digital circuits. Comprehend the impact and use of AR and AI in everyday life.</p> <p>Label and describe components of a computer system. Categorize software and match it to real-world uses. Convert between number systems and represent data formats. Construct truth tables and interpret logic circuits. Identify and evaluate real-world applications of AR and AI.</p>	
How will this be assessed?		Quiz, Major Assessment, Breadboard practical task for logic gates	
Malay Language	Unit 12: Rekreasi dan Hiburan ( <i>Leisure and Entertainment</i> )	In <b>Unit 12: Rekreasi dan Hiburan</b> (Leisure and Entertainment), students will develop key understanding and skills (KUS) that will help them talk about their favourite leisure activities, use location-related vocabulary, and understand and apply <b>Kata Sendi Nama</b> (prepositions). They will learn to express themselves by describing different	Excellence in this unit will be evident when students can confidently talk about their favourite leisure activities, using a wide range of vocabulary and providing clear explanations for why they enjoy those activities. They will demonstrate a strong understanding of

		<p>activities they enjoy, such as sports, hobbies, or entertainment, while explaining why they like them. Additionally, students will focus on understanding and using words related to locations and places where these activities take place, such as parks, malls, and theatres. This will involve using prepositions to describe positions and directions accurately.</p>	<p>location-related words and be able to use prepositions effectively in sentences. Furthermore, students will be able to use <b>Kata Sendi Nama</b> correctly to indicate locations, directions, and relationships between objects, ensuring their communication is precise and grammatically correct. Ultimately, students who excel will engage in conversations about leisure activities with fluency and accuracy.</p>
<p>How will this be assessed?</p>		<p>Assessment, Worksheet, Q&amp;A, Quiz</p>	
<p>Mandarin</p>	<p><b>Mandarin Advanced:</b> 迁移与社会关系</p> <p><b>Mandarin Intermediate:</b> Topic 1: My House &amp; Topic 2: Furnitures</p>	<p><b>Mandarin Advanced:</b> 学生将学习“迁徙”和“社会关系”两个主题。学生将掌握与移民、家庭与社会关系相关的词汇与表达方式，理解迁徙背后的社会与文化因素，并培养分析文本的能力。</p> <p><b>Mandarin Intermediate:</b> Students will gain knowledge of house-related vocabulary (e.g., 客厅 – living room, 花园 – garden, 车库 – garage) and furniture (e.g., 沙发 – sofa, 书桌 – desk). They will develop understanding of spatial phrases such as “在...旁边” and “在...里面,” enabling them to describe location and layout. Students will practice sentence structures to describe, compare, and give opinions about rooms and furniture. Skills developed include speaking, listening, reading, and writing, with a focus on forming descriptive</p>	<p><b>Mandarin Advanced:</b> 学生能流利表达对迁徙和社会关系的理解，准确分析文本观点，并在口头或书面表达中体现批判性思维。</p> <p><b>Mandarin Intermediate:</b> Excellence will be seen when students fluently describe their house layout and furniture in complete, accurate sentences, using topic-related vocabulary and spatial terms (e.g., “我的房间比妹妹的房间大”). They will confidently express preferences and comparisons, using connectives and adjectives effectively. In writing, students will demonstrate clear character formation, accurate use of sentence patterns, and correct grammar. Orally, they will speak with clarity and detail, using extended sentences to compare rooms and describe</p>

		sentences, making comparisons, and using appropriate measure words (e.g., 一张床, 一把椅子).	furniture. Excellent learners will show initiative in using new vocabulary and communicate ideas independently and confidently in all four skills.
How will this be assessed?		Students will be assessed based on their class participation, the accuracy and depth of their responses to comprehension questions, their engagement in group discussions, and the final writing task. The focus of the assessment is on their ability to synthesize the learned content and express a deep understanding of social issues along with their personal perspectives.	
Art & Design	Nature	Students will gain <b>Knowledge</b> of Georgia O'Keeffe's artistic style, particularly her focus on natural forms, zoomed-in perspectives, and expressive use of color and space. They will develop <b>Understanding</b> of how artists use mixed media—specifically oil pastels and watercolor—to achieve unique visual effects like resist techniques. Students will build practical <b>Skills</b> in observational drawing, composition, and combining media thoughtfully. Through this unit, they will also enhance their ability to evaluate their own and others' work using relevant art vocabulary, reinforcing critical thinking and reflection in art-making.	Excellence will be demonstrated through a confident and creative final piece that clearly reflects the influence of Georgia O'Keeffe's style. Students who achieve excellence will show a strong understanding of composition, filling the space thoughtfully with bold, zoomed-in natural forms. Their oil pastel work will include clear, expressive lines that effectively resist the watercolor wash, creating visual impact. Use of color will be deliberate and well-considered. In addition, excellent students will be able to articulate their creative choices, demonstrate experimentation in their sketchbooks, and thoughtfully reflect on their learning process during self-assessment or class critiques.
How will this be assessed?		Assessment will be both formative and summative. Throughout the unit, students will be informally assessed through class discussions, sketchbook entries, and experimentation with materials. Feedback will focus on improving technique, composition, and creative decision-making. The <b>final summative assessment</b> will evaluate the finished artwork based on specific criteria: influence of O'Keeffe's style, effective use of the water resist technique, composition, and use of color. Students will also complete	

		a short self-assessment reflecting on what they learned, how they applied feedback, and what they might do differently next time. Peer critiques may also be used to encourage collaborative evaluation.	
Music	What Make A Good Song	In this unit, students develop ensemble performance skills by rehearsing and performing as part of a band. They focus on pitch accuracy, rhythm, tempo, fluency, and teamwork to deliver a confident and expressive group performance.	Excellence will look like a tight, well-coordinated band performance where all members maintain accurate pitch, steady rhythm, and consistent tempo. Students will demonstrate strong teamwork, clear musical expression, and confident stage presence throughout the piece.
How will this be assessed?		Major Assessment, Performances	
PE	Fitness	<p><b>Fitness Testing</b> :</p> <p>Students will participate in a range of fitness tests to assess key components of health and skill-related fitness. These include cardiovascular endurance (beep test), balance (stork stand), coordination (wall ball test), strength (push-ups, sit-ups, squats), agility (T-test), and flexibility (Sit and reach). Through these tests, students will gain an understanding of their current fitness levels, set personal goals, and learn how different exercises support overall health and performance. The focus is on personal progress, effort, and developing lifelong habits for physical well-being.</p>	<p><b>Excellence in Fitness Testing</b> is demonstrated by students who show outstanding physical ability across all components. They perform at a high level in the beep test, showing strong cardiovascular endurance. Their balance and coordination are controlled and consistent, especially during dynamic movements. Strength is evident through excellent form and high repetitions in push-ups, sit-ups, and squats. In agility tasks, they move quickly and smoothly with precise footwork. Flexibility is shown through a wide range of motion with good posture. These students also show a strong understanding of fitness principles and take initiative to improve their personal health and performance.</p>



How will this be assessed?

Various fitness testing: cardiovascular endurance (beep test), balance (stork stand), coordination (wall ball test), strength (push-ups, sit-ups, squats), agility (T-test), and flexibility (Sit and reach).