

## Grade 9 Curriculum Overview

<b>Content</b>	
1	English Language and Literature
2	Mathematics
3	Science
4	IT
5	Spanish
6	Visual Arts
7	Humanities ( History, Social Studies and Geography)
8	PSHE
9	PE

### **International Baccalaureate Organization (IBO)**

Since 2009, IA has been proud to be part of a family of over 3500 schools globally that offer the International Baccalaureate Diploma Programme (IBDP). The IBDP is a post-16 course, but the knowledge and skills required to become an IBDP student starts from a strong secondary education. The IB Learner Profile aims to develop internationally minded junior scholars, who recognize our common humanity and shared guardianship of the planet from a young age. Teachers strive to plan lessons that incorporate the IB Learner Profile below:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-minded	Caring	Risk-takers	Balanced	Reflective

### **Curriculum Philosophy**

As an international school, with staff and students from all over the world, IA is proud to offer an academic programme that draws on aspects of IBO, European, North American and Caribbean Curriculums. Our aim is to create 21<sup>st</sup> century students who are able to adapt to any learning or employment institution they choose.

### **Knowledge and Skills**

At IA, we believe knowledge is power! A student feeling knowledgeable is key to building life-long self-esteem and confidence. However, in a 21<sup>st</sup> century world where knowledge can be just a click away, skills are imperative. At IA, we pride ourselves on teaching our young people how to solve real-life challenges. We encourage our students to analyze and evaluate information from different perspectives and reach objective conclusions.

### **Assessment for Learning**

At Secondary level the students are assessed in a number of ways and they require 70% to 'Pass'. Summative assessment takes place in the form of end of unit or end of term formal exams. Formative assessment happens continually throughout the year in the form of class and homework. Students are accustomed to peer and self-assessment and are sometimes marked for group/team work. This is common practice in work places and can be a very powerful tool for self-improvement. Most courses also award marks for organisation and there is also an effort grade recorded on the termly report cards.

### **Class Time**

At IA, we aim to plan our lessons backwards! Teachers plan learning activities based on the skills and knowledge the students should have acquired by the *end of the class*. Students are exposed to a wide variety of kinesthetic, visual and auditory activities. They have regular opportunities to work alone, in pairs and in groups. They are encouraged to present their work to their peers and to be proud of their achievements.



## **Homework**

At secondary level, students are given several pieces of homework per week. Students are required to record the tasks and their due dates in their planners/agendas and they should be signed by a parent at the weekend and returned to the homeroom teacher on Mondays. The school operates a 'Zero for late work' policy although some teachers do allow 1 'Get out of Jail Free' card!



<b>Subject</b> English Language and Literature	<b>Grade</b> 9
<b>Teacher:</b> Tori Ryan	<b>Email:</b> tryan@islandacademy.com

Welcome to Grade 9 English! This course is designed to equip you with critical thinking and analytical skills. Throughout the year, we will delve into a variety of texts, including local and international literature. We will explore novels, poems, short stories, and informational texts to understand their themes, characters, and literary devices. This course will provide you with the tools and strategies needed to excel in your future CSEC English classes. To stay connected, regularly check Google Classroom for assignments, announcements, resources, and feedback. Additionally, monitor your Plus Portals grades to track your progress. By actively participating in this course, you will develop the skills and knowledge necessary to become a confident and successful English student.

**Term 1: Topics and Skills Overview**

Essential Question: What role does storytelling play in preserving memory and/or processing trauma?

Focus Text: *The Book Thief*

Key Skills:

- Identify key literary elements and their impact.
- Evaluate and synthesize online sources to produce a well-structured presentation on a self-generated research topic that contextualizes the literary work.

**Term 2: Topics and Skills Overview**

Essential Question: How can literature help us understand how tradition, culture, and the media connect to personal agency?

Focus Text: *Ikenga*

Key Skills:

- Analyze how specific diction and structural choice develop a theme.
- Critically analyze media messages, identifying objective vs. biased language.

**Term 3: Topics and Skills Overview**

Essential Question: How can a critical examination of a literary text illuminate our understanding of identity?

Focus Text: TBA [Tentatively-*The Tempest* by Shakespeare]

Key Skills:

- Demonstrate the ability to utilize in-text context clues to infer the denotations and connotations of unfamiliar lexicon.
- Identify and employ diction appropriate to the tone and purpose of the writing, considering the intended audience.

**Assessment Criteria**

**Evaluation**

- |   |     |
|---|-----|
| ● Class participation & discussions         | 20% |
| ● Homework, classwork                       | 30% |
| ● Tests, quizzes, essays, and presentations | 30% |
| ● End of term exam/summative projects       | 20% |

**Independent and Home Learning**

Students will read one book each term independently (in addition to our in-class text.) They should expect to spend between 2-3 hours a week on course assignments that include nightly reading, journaling, vocabulary practice, and proofreading exercises. Homework assignments can require online access: students will need to regularly access Google classroom, IXL, and vocab.com for this course.



<b>Subject:</b> Mathematics	<b>Grade</b> 9
<b>Teacher:</b> Sean Bhadrinath/Charlie Beeson	<b>Email:</b> <a href="mailto:sbhadrinath@islandacademy.com">sbhadrinath@islandacademy.com</a> <a href="mailto:cbeeson@islandacademy.com">cbeeson@islandacademy.com</a>

### **Term 1: Topics and Skills Overview**

Fractions: Find reciprocal, Reciprocals equivalence to fractions  
Ratio and Proportion: Similarity, Direct proportion, Inverse proportion  
Equation: Simultaneous equations, Expand/Factorise quadratics, Solve quadratics  
Expressions: Change subject, Factorise quadratics, Difference of 2 squares  
Pythagoras: Theorem, Apply in 3D  
Trigonometry: Ratios, Apply in 3D, Sine and Cosine rules

### **Term 2: Topics and Skills Overview**

Data: Cumulative frequency graphs, Box plots, Histograms, Sampling  
2D Shapes: Ratio in area, Area of sector, Lengths of arcs  
Transformations: Negative scale factors, Congruency  
Algebraic graphs: Cubic, Reciprocals, Intersections, Gradients  
Inequalities: Graph inequality, Graph multiple inequalities  
Decimals and Estimation: Upper and Lower Bounds

### **Term 3: Topics and Skills Overview**

Percentages: Repeated change, Compound interest, Reverse percentages  
Exponents: Standard form, Standard form calculations, Negative powers, Fractional powers  
3D Shapes: Ratio Area/Volume, Formulae perimeter/area//volume, Surface area cones/spheres  
Circle Theorems

### **Assessment Criteria**

Students' grades will be made up as follows:  
30% Topic Tests  
20% Homework  
20% End of term tests  
10% Participation  
20% Classwork

### **Independent and Home Learning**

Students are expected to become independent learners through homework and revision. The average homework will be approximately 1 hour per week but this could be increased over revision periods for review tests. Students should use homework as a method of checking their own understanding and should seek help from me if problems are uncovered. Please note that the progress of the topics will vary due to the progression of the group.

Homework tasks will be a week in advance and will be based on the estimated topics covered over the week. If any areas are not covered in this time, then these topics will be removed from the mark average.

<b>Subject</b> Science	<b>Grade</b> 9
<b>Teacher:</b> Karol Lyn Edwards/Charlie Beeson	<b>Email:</b> karollynedwards@islandacademy.com: cbeeson@islandacademy.com

The primary content for this course includes a continuation from Grade 8 Science Biology, Chemistry and Physics. The curriculum is designed to teach students to be independent problem-solvers with strong study skills and to develop clear communication, global awareness and intercultural sensitivity.

Textbook & Workbook: *Integrated Science for The Caribbean 1* Gene Samuel & Derek McMonagle

#### Physics Topics

Electricity  
Magnetism  
Light

#### Chemistry Topics

Chemical Bonding  
Acids and alkalis

#### Biology Topics

Human body systems: the reproductive system  
Communicable diseases of the reproductive system  
The importance of checkups, self-examinations, vaccines, contraception, STIs  
Environmental impact of human activities

#### Assessment Criteria

Class participation	10%
Homework, classwork	20%
Labs, Projects	20%
Tests and quizzes	30%
End of term exam	20%

#### Student Expectations

1. Respectful, cooperative classroom behaviour is essential.
2. Homework completion: Homework will be assigned each week. If work is not completed, the student will receive a ZERO. If there are extenuating circumstances, a parent's note will be required.
3. Laboratory work: Students will conduct observations, experiment and research throughout the year. Students are expected to complete Lab Reports and to follow the Lab Safety Rules.
4. Term projects: Students will be required to complete a comprehensive project each term focused on topics covered throughout the term.

#### Independent Learning

Students will be given approximately 2 hours of homework each week. This may vary depending on the topic and the time of year (it will increase to allow for focused revision nearer the exam). If a student has not been given explicit homework after a lesson, they should be attending to their notes by: adding to a table of contents and organising/reviewing notes, creating study guides or notecards, etc. Students are required to have internet access for research and projects! Students are required to complete all set assignments regardless of attendance. Please email for support as needed.



<b>Subject</b> Information Technology	<b>Grade</b> 9
<b>Teacher:</b> David Dewhurst	<b>Email:</b> ddewhurst@islandacademy.com

### **Term 1: Topics and Skills Overview**

By the end of term 1 Students should have covered the following:

1. Programming language with sequence data: - combine key programming language features to develop solutions to meaningful problems
2. Media - Animation: create a 3 to 10 sec animation

### **Term 2: Topics and Skills Overview**

By the end of term 2 Students should have covered the following:

3. Data Science: analyse visualisations to identify patterns, trends, and outliers
4. Introduction to Cybersecurity: Identify the most effective method to prevent cyber attacks

### **Term 3: Topics and Skills Overview**

By the end of term 3 Students should have covered the following:

5. Computing Fundamentals and Information Processing: understanding the interrelationship between hardware and software
6. Computer Networks and Web Technology: understanding basic networking concepts, including mobile networks, and internet, and web technology concepts

### **Assessment Criteria**

Class Participation & Attitude 10%  
Class Work 15%  
Home Work 15%  
Project 10%  
Quiz 25%  
Final Exam 25%

### **Independent and Home Learning**

Students are expected to practise tasks performed in the classroom at home. Extra tasks will be given for assignments, as well as formative assessments and a project each term. These will reinforce what is taught in class and may require at least 45 min of independent learning each week to complete.

<b>Subject</b> Spanish	<b>Grade</b> 9
<b>Teacher:</b> Jhonaton Thomas	<b>Email:</b> kjthomas@islandacademy.com

### Topics and Skills Overview

**Term 1**

- Unit 1: De vacación (On vacation).
- Unit 2: De viaje (Travelling).
- Unit 3: ¿Por dónde se va) (Where are you going)
- Unit 4: En el hotel (At the hotel)

**Term 2**

- Unit 5: ¿Adónde fuiste ? (Where did you go?)
- Unit 6: ¿Qué tal lo pasaste? ( How did you enjoy it?)
- Unit 7: ¿Qué hiciste? (What did you do?)
- Unit 8: De compras en el mercado (Shopping at the Market)
- Unit 9: ¿Estás de moda? (Are you fashionable?)

**Term 3**

- Unit 10: En el centro comercial (At the mall)
- Unit 11: ¡Que aproveche! (Enjoy! Food\*)
- Unit 12: La vida sana (A healthy lifestyle)

### Assessment Criteria

**Assignments:** Any work given during a unit or submitted to show mastery of a topic discussed. Assignments include the core CSEC competencies grammar/vocabulary, listening, reading, writing and speaking. The competencies all add up to 50% of your overall grade.

**Homework and Classwork:** Work given to help the student catch up, better understand and have greater command of a topic. HW and CW add up to 10% of your overall grade.

**Quizzes/Tests:** An Evaluation given at the end of a Unit or Subunit. Pop Quizzes are also possible. Quizzes/Tests add up to 15% of your overall grade.

**Exam:** An evaluation given at the end of a term. Exams add up to 20% of your overall grade.

Grammar & Vocabulary Assignments 10%
Reading comprehension Assignments 10%
Listening Assignments: 10%
Written Expression Assignments: 10%
Speaking Assignments 10%
Quiz 15%
Exam 20%
Homework, class work 10%
Class Participation 5%

<b>Subject</b> Visual Arts	<b>Grade</b> 9
<b>Teacher:</b> Laura Haynes	<b>Email:</b> lhaynes@islandacademy.com

<b>Term 1: Topics and Skills Overview</b>
<ul style="list-style-type: none"> <li>• Biography, introductions, targets for the year.</li> <li>• <b>Photography and Painting</b> - composition, colour theory - Artists: Claude Monet/Camille Pissarro.</li> <li>• <b>Observational drawing &amp; still life studies</b> - Artists: Van Gogh/Giorgio Morandi/Armand Fernandez</li> <li>• <b>Ceramics.</b> Hand building techniques, carving skills, firing and glazing work. Mike Byrne/</li> </ul>

<b>Term 2: Topics and Skills Overview</b>
<ul style="list-style-type: none"> <li>• <b>Surrealism digital work collage - mixed media</b> - Artists: Howard Tangye/Salvador Dali/Christian Schloe/Sean Landers.</li> <li>• <b>Animation and Film Making.</b></li> <li>• <b>Ceramics.</b> Throwing, using the wheel, turning, sticking clay, repairing clay. Artists: Eloisa Gobbo/Ulrica Trulsson/Lucie Rie/Mandy Parslow</li> </ul>

<b>Term 3: Topics and Skills Overview</b>
<ul style="list-style-type: none"> <li>• <b>Ceramics.</b> Figurative ceramic sculpture, freeform ceramics, focus on texture and form. Artists: Serena Korda/Elly Glossop/Fernanda Cortes.</li> <li>• <b>Printmaking</b> - Deep dive into printmaking techniques, lino, monoprint, etching, collagraph. Negative and positive space. Reverse imaging.</li> </ul>

**Assessment Criteria**

Work from each project will be marked out of 100%

Knowledge and Understanding	20%	(research/subject matter and artists etc.)
Participation and Engagement	30%	(behaviour/work ethic/willingness to learn/engagement in class discussion)
Creativity and Imagination	20%	(willingness to take risks/ make mistakes through trial and error /demonstration of personal style and imagination)
Classwork and Homework	30%	(class assignments/graded drawings and pieces of physical work/written work/presentation of materials)

**Independent and Home Learning**

Students will be given at least 2 pieces of homework per week, written or practical.  
 Development of project ideas at home, independent research into artists or art movements that will assist with current project development.  
 Independent artwork is recommended at home to practise skills - this will not be graded or brought to school but it is useful to develop skills and personal artistic style outside of class time, essential to the students development in Art.





<b>Subject</b> Humanities (History, Geography and Social Studies)	<b>Grade</b> 9
<b>Teacher:</b> Una Trninic	<b>Email:</b> utrninic@islandacademy.com

### Term 1: Topics and Skills Overview

**Social Studies Inquiry Questions: How can new technologies affect our identities and relationships? Does technology harm our relationships with others?**

**Subtopics:** History of technological breakthroughs in history, the impact of television on society, the role of computers on how we live and work,

**Skills:** written and verbal communication skills, critical thinking,

**History Inquiry Question: What was the significance of WW1?**

**Subtopics:** Short term and long term causes of WW1, life in the trenches, soldiers from the Commonwealth soldiers in the British West Indian Regiment, Technology and warfare, Peace terms

**Skills:** Analysing and evaluating sources, essay writing skills, interpretation of perspectives

### Term 2: Topics and Skills Overview

**Geography Inquiry Question: What is the impact of Global Tourism on people and their cultures?**

**Subtopics:** What is Tourism?, Types of tourism, environmental impacts, homogenization of cultures, UNESCO World Heritage

**Skills:** Collaborative skills, thinking skills, research and information literacy

**History Inquiry Question: How did Hitler's rise to power lead to outbreak of WW2?**

**Subtopics:** Germany post WW1, The Great Depression, the Rise of the Nazis, outbreak of WW2

**Skills:** Essay writing, interpretation and source analysis and research skills

### Term 3: Topics and Skills Overview

**History Inquiry Question: How significant were scientific advancements in WW2?**

**Subtopics:** Invasion of Europe, Warfare and technology, war in the Pacific, Pearl Harbour, The Holocaust and Peace Terms

**Skills:** Essay writing, group work, presentation skills, source, research skills

### Assessment Criteria

In class written exams 30%

Projects and essays and presentations 20%

In class tests/quiz 20%

Homework 20%

Lesson Participation 10%

### Independent and Home Learning

Review class notes

Read around the topic

Watch documentaries to support content knowledge

Complete all classwork and homework set

<b>Subject</b> PSHE	<b>Grade</b> 9
<b>Teacher:</b> Alaina Gomes	<b>Email:</b> agomes@islandacademy.com

PSHE (personal, social, health and economic) education aims to develop knowledge, skills and attributes in students that will help them prepare them for life and work in a modern world. The course will help students understand the connection between academic, social and emotional wellbeing and provide a platform for discussing a variety of strategies for success.

### **Topic and Skills Overview (cycle 1)**

#### Healthy Relationships

- Self-esteem, romance, and friendships.
  - *Students will explore how to safely and responsibly form positive relationships (including those among their family, peers, staff at school, and the wider community)*
  - *Students will learn conflict resolution strategies, how to repair broken friendships, how to set boundaries in relationships, and the importance of empathy. Students will have the opportunity to discuss the emotional and physical realities and responsibilities of relationships.*
  - *Students will further learn how to differentiate between healthy and unhealthy relationships and ways to build/ improve their self esteem*
  -

#### Health and Wellbeing

- Risks of alcohol, tobacco, marijuana and other substances/ potential addictions (e.g. gambling).
  - *Students will learn to identify when they are being pressured into using various drugs, and the strategies and resources they can use to help themselves and others if they are being pressured.*
  - *Students will be able to describe local and international laws regarding alcohol, tobacco and other substances and become knowledgeable about what addiction is, causes of addiction, treatment for addiction and identify resources available for support.*
- *Strategies for maintaining good personal hygiene.*
  - *Dental hygiene, menstrual and genital hygiene, hand washing, nail care, body washing etc)*
- *Nutrition and the importance of Physical activity*
  - *Students will learn the link between healthy eating, physical activity and mental health*

#### Diversity and Acceptance

- Diversity, Prejudice and bullying (including cyber bullying) and building tolerance.
  - *Students will be able to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.*
  - *They will further learn the impact of stereotyping, prejudice and discrimination on individuals and relationships; the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice; the need to promote inclusion and challenge discrimination, and how to do so safely, including online.*

### **Topics and Skills Overview (cycle 2)**

#### Mental Health

- Tackling stigma surrounding mental health
  - *Students will discuss and learn the differences between mental illness and mental health, define terms such as self-harm, depression, anxiety and low-self esteem, and explore techniques to self heal and assist peers with the healing process as well.*
  - *Students will learn the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and what to do if they are experiencing any of these feelings/ emotions.*
  - *Students will learn about emotional intelligence (EI) and the ways they can improve the EI.*



Living in the Wider World

- Planning for our future
  - *Students will begin identifying different career options based on their skills, talents and personalities.*
  - *Students will be assessed for their personality type and learn the link between their personality type and potential career paths that might suit them best.*

**Assessment Criteria**

Students will be assessed based upon their classroom participation in discussion, independent, and group activities. Students will receive two exams for the full school year (one in Term 1 and one in Term 3)

**Independent and Home Learning**

Students will be given approximately 1 hour of homework each week. This may vary depending on the topic and the time of year as students will be putting into practice what they learn in class.

Students will also be required to have internet access for research and projects!



<b>Subject</b> Physical Education	<b>Grade</b> 9
<b>Teacher:</b> Mark Mitchell	<b>Email:</b> <a href="mailto:mmitchell@islandacademy.com">mmitchell@islandacademy.com</a>

### Term 1: Topics and Skills Overview

**Sport 1: Volleyball:** Service: underarm, overarm (float, top spin). Service reception, underarm, overhead (volley). Defence: two armed defence, pass/underarm pass. Set: front volley; reverse volley, back set. Attack: spike (hard or soft); tip. Blocking: individual, partner.

**Sport 2: Athletics:** Running Events: Sprints - starts, transition, acceleration to maximum speed, finish (60m, 100m, 200m, 400m; Middle and Long Distance - starts, transition, strategy, finish (800m, 1500m, 5000m). Throwing Events: Shot Put - stance, grip, standing frontal throws, movement sequence (glide/spin), power position and execution, follow through and recovery. Discus - grip, stance, preliminary swings, standing frontal throws, throws from a side on stance, power position and execution, movement sequence (rotation: 1-turn, 1½ -turns). follow through and recovery. Javelin - grip and approach run transition (cross steps), power position and execution, follow through and recovery.

### Term 2: Topics and Skills Overview

**Sport 1: Variety** -handball, capture the flag, netball, ultimate frisbee, cricket, kickball, longball, rounders, four square, sepak takraw, skipping.

**Sport 2: Basketball** Passing - chest pass, bounce pass, baseball pass (long) and overhead pass. Catching - one-hand/block and trap, two-hand catch/funnel. Dribbling -either hand (right, left), alternate hands, change of direction and change of pace, high, low and cross-over (reverse, front cross-over, between the legs, behind the back). Shooting - lay-up shots, set shot, jump shot, hook shot. Footwork -stance, pivoting, changes of pace and direction, sliding, jumping, stopping.

### Term 3: Topics and Skills Overview

**Sport 1: Baseball:** Batting - grip: standard; choke grip. batting: swing, bunts. Pitching - fast-pitch (overarm), slow-pitch (underarm), starting position, wind up. Fielding - catching: basics to catch fly hits, rolling hits. Throwing - over arm, side arm. Base running - single, double, triple, home run.

**Sport 2: Football:** Control - using static practices: use of chest, thigh, feet and head, pressurised situations: use of chest, thigh, feet and head. Passing - short pass: including use of both feet, use of the inside and the outside of the foot, instep. Long pass (along the ground, lofted pass): skills to include use of both feet, outside of the foot, the chip pass. Body pass: use of head and chest. Shooting: power shots (short and long range), shots with inside and outside of foot (swerving shots), first time shots (volleys and half volleys), heading, shooting on the move, penalty kicks and direct free kicks. Tackling: block tackle, side tackle, sliding tackle. Dribbling: close control, use of either foot, feints, changes of pace and direction, against opponents. Heading: defensive and attacking, for distance and for accuracy. Jockeying: pressurising and attacking, closing down a player. Goalkeeping skills: throwing for distance and accuracy, punching, palming, handling of shots and crosses (to include pressurised situations, kicking dead ball and clearance, narrowing the angle and diving saves).

### Assessment Criteria

Participation (listening, following directions, effort, sportsmanship) – 100%

### Independent and Home Learning


It is important to maintain a well-balanced diet and engage in regular moderate to vigorous physical activity, such as walking, jogging, cycling, or swimming, for at least 60 minutes daily.

<b>Subject</b> Music	<b>Grade</b> 9
<b>Teacher:</b> Jocelyn Beldman	<b>Email:</b> jbeldman@islandacademy.com

**Skills Overview**

Develop and perfect technique on an instrument (marimba and/or other percussion instruments). Read



and perform the following rhythm notations: . Read and perform the following notes of the pentatonic scale: do, re, mi, sol, and la. Compose music. Improvise music within a group. Perform music in a group and in a solo. Analyse and decipher the rhythmic and melodic components of simple folk songs. Utilise the voice as an instrument.

**Term 1: Topics Overview**

Musical Sounds and Properties of Sound; Instrument Families; Melodies; Treble and Bass Clefs; Phrases and Sequences.

**Term 2: Topics Overview**

Primary Chords; Composing; Simple and Compound Time Signatures; Primary Chords.

**Term 3: Topics Overview**

Musical Elements; Cultural Heritage; Composing Using Melodies and Primary Chords.

**Assessment Criteria**

Performances: 60%  
In class participation: 10%  
Assignments/Homework: 30%