



SVKM J.V. Parekh International School
Academic portion for 1st Term of the session 2014-15
Grade- VII

ENGLISH:

Strands	CIE Expectations	Learning Experiences
<p>Phonics, spelling and vocabulary</p>	<ul style="list-style-type: none"> ● Spell most words correctly, including some complex words and unfamiliar words. ● Learn the spelling of difficult and commonly misspell words and develop strategies for Correcting spelling. ● Learn an increasingly wide range of vocabulary appropriate to their needs. ● Explain, using accurate terminology, how language is used to create effect, e.g. personification, Figurative language, imagery, patterns and structure in the use of language. 	<p>Exposure to word lists, word games and quizzes:</p> <p>Using the dictionary in order to find/ verify the meanings of unknown words:</p> <ul style="list-style-type: none"> ● Contextual meaning of unknown words. ● In order to improve students’ use of vocabulary, they are introduced to new vocabulary everyday , using the NIE newspaper as a resource (words watch/idioms of the day) ● Weak vocabulary (e.g. good/bad/nice.), could be ‘banned’/attract penalty points.
<p>Grammar and Punctuation</p>	<p>Reading</p> <ul style="list-style-type: none"> ● Comment on the use of a wide range of punctuation to convey shades of meaning. <p>Writing</p> <p>Use accurate punctuation including commas in various situations, including parenthetical</p> <ul style="list-style-type: none"> ● commas, colons, semi-colons, dashes and brackets. ● Demonstrate controlled use of a variety of simple 	<ul style="list-style-type: none"> ● Punctuation marks: Identification and usage of appropriate punctuation marks in written and verbal work. ● Highlight use of punctuation in texts, commenting on effects ● Parts of speech: Identification of various parts of speech, appropriate usage in different contexts, impact of various tenses on verbs, phrasal verbs.

	<p>and complex sentences to achieve purpose and contribute to overall effect.</p>	<ul style="list-style-type: none"> • Direct & Indirect speech • Simple, compound and complex sentences: Identifying, differentiating and constructing compound and complex sentences. <p>Activity example : Students to create punctuation worksheets for another class. These to have the punctuation rule at the top, with 2/3 illustrative examples - than a set of exercises for students to complete. These could be sentences with the punctuation missing – or particular punctuation used incorrectly.</p>
<p>Reading</p>	<p>Fiction and poetry</p> <ul style="list-style-type: none"> • Recognise implied meaning, e.g. expression of opinion, inference of character, meaning Contained in an image, ironic effect. • Identify relevant points, synthesising and summarising ideas from different parts of the text. • Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts. • Comment on how the writer’s use of language contributes to the overall effect on the reader,using appropriate terminology. • Broaden their 	<p>The following genres and text types are recommended :</p> <p>Fiction and poetry: novels/stories with social issues, myths and legends from around the world, humour, short stories.</p> <p>Non-fiction: contemporary biography, autobiography, letters and diaries, journalistic writing, magazines and newspapers, reports and leaflets The following genres and text types :</p> <p>Activity example :</p> <p>Fiction :</p> <p>The students read extracts from plays and recommended reading texts and infer the setting & atmosphere created by the writer by the word used.</p>

	<p>experience of reading a wide range of texts and express their preferences and opinions.</p> <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate. • Make relevant notes when researching different sources, comparing and contrasting information. • Explain how specific choices and combinations of form, layout and presentation create particular effects. • Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports. • Demonstrate understanding of the main features, including the structure, of each genre and text type studied. 	<p>Non- Fiction:</p> <p>-Students to read/investigate a range of published reviews – book, film, game, theatre.</p> <p>-Review its purpose to develop summary writing skills.</p>
<p>Writing</p>	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas. • Apply skills in editing and proofreading to a range of different texts and contexts. • Develop ideas to suit a specific audience, purpose and task. • Draw on their knowledge of a variety of sentence lengths and a wide variety of sentence 	<p>.</p> <p>Write in a range of forms for a variety of purposes, including:</p> <ul style="list-style-type: none"> • autobiography (to entertain, inform, review or comment) • diary entries (to inform, explain, review, comment or explore)

	<p>structures, including complex sentences, and apply it to their own writing to make their ideas and intentions clear and create a range of effects.</p> <ul style="list-style-type: none"> • Use a range of cohesive devices with audience and purpose in mind. • Experiment with different ways of presenting texts, bearing in mind the audience and purpose. • Draw on knowledge of how and why writers use varying degrees of formality and informality to • Make appropriate choices of style and register in their own writing. • Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects. • Create and control effects by drawing on the range and variety of own vocabulary. <p>Non-fiction</p> <ul style="list-style-type: none"> • Develop a consistent viewpoint in non-fiction writing by selecting from techniques and devices • used by known writers, and drawing on a range of evidence, opinions, information and purposes. 	<ul style="list-style-type: none"> • leaflets or newspaper reports (to inform) • letters (to persuade, entertain, narrate or comment) • magazine articles (to describe, review or comment) • reports (to review, inform, advise, or argue) • reviews (to inform, entertain or advise) – summaries <p>Activity example :</p> <p>Report writing : A group of students act out a scenario in front of the class – robbery, argument. Students to take notes. Afterwards, compare and discuss notes. In pairs, students to write an entirely factual report, sequencing it in the order that happened</p>
<p>Speaking and listening</p>	<p>Give short presentations and answer questions, maintaining effective organisation of talk.</p> <ul style="list-style-type: none"> • Adapt speech, non-verbal gesture and movement to meet an increasing range of demands. • Explore complex ideas and feelings, both succinctly and at length. • Take part in a simple debate following formal rules. • Engage with more demanding 	<ul style="list-style-type: none"> • Children will participate in class discussions in which they will listen to everyone’s point of view and then make appropriate comments. • Children will use appropriate voice modulation techniques based on the task at hand

	<p>material through perceptive responses to other students' talk, Showing awareness of the speaker's aims and extended meanings.</p> <ul style="list-style-type: none"> • Work in groups to formulate ideas and plans of action. • Develop skills in solo, paired and group assignments, including role-play and drama. • Help to plan and participate in a brief dramatic scene, demonstrating empathy and understanding of a range of characters through flexible choice of speech, gesture and movement. • Discuss the features of media productions such as news broadcasts, interviews and discussions, analysing meaning and impact of variations in spoken language. 	<p>(interactive assemblies, class meets, etc.)</p> <ul style="list-style-type: none"> • Children will participate in class activities in pairs and would be assessed as a part of their formative • Tasks <p>Activity example :</p> <ul style="list-style-type: none"> - Students to select an argument for debate from a choice given e.g. shorter school day/week; no school uniform; no homework OR nuclear disarmament; compulsory carbon footprints - A situation based role-play to show vocabulary usage, voice modulations and expression skills
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MATHEMATICS:

Strands	CIE Expectations	Learning Experiences
Number and Calculation	Add, subtract, multiply and divide integers.	Quick mental tests.
	Read and write positive integer powers of 10; multiply and divide integers and decimals by 0.1, 0.01.	Quick mental tests.
	Order decimals, including measurements, making use of the =, ≠, > and < signs.	Students build and swap number statements $5 \times 6 < 100 \div 3$ etc. Sets of statements where signs must be inserted.
	Round whole numbers to a positive integer power of 10, e.g. 10, 100, 1000 or decimals to the nearest whole number or one or two decimal places.	Investigate newspaper headline numbers - what could the real number have been?
	Find equivalent fractions, decimals and percentages by	Fraction snap with equivalent fractions. matching pairs exercises.

	converting between them.	
	Convert a fraction to a decimal using division; know that a recurring decimal is a fraction.	Fraction snap with equivalent fractions. Matching pairs exercises.
	Order fractions by writing with common denominators or dividing and converting to decimals.	Fraction with equivalent decimals. Matching pairs exercises.
Algebra	Know that letters play different roles in equations, formulae and functions; know the meanings of <i>formula</i> and <i>function</i> .	Developing function machines and write their output as a formula.
	Know that algebraic operations, including brackets, follow the same order as arithmetic operations; use index notation for small positive integer powers.	Differentiated exercises.
	Construct linear expressions.	Using a collection of cards build and simplify expressions - paired work.
	Simplify or transform linear expressions with integer coefficients collect like terms; multiply a single term over a bracket.	Differentiated exercises.
	Generate terms of a linear sequence using term-to-term and position to-term rules; find term-to-term and position-to-term rules of sequences, including spatial patterns.	Find next x th terms of a given sequence. Work out 9th term using t-t rules and p-t rules. Creating spatial patterns that fit a given sequence.
Handling Data	Use a ruler and compasses to construct <ul style="list-style-type: none"> - circles and arcs - a triangle, given three sides (SSS) - a triangle, given a right angle, - hypotenuse and one side (RHS) 	Reviewing last unit's skills with ruler and compasses. Give lots of examples covering all types. Creating patterns with intersecting circles and colour them. Can you do the same with Triangle types?
	Understand and use the language and notation associated with enlargement; enlarge 2D shapes, given a centre of enlargement and a positive integer scale factor.	Take care when preparing diagrams to allow working/answer space. Use 4 quadrant axes to extend the use of positive scale factor.

	Know the definition of a circle and the names of its parts; know and use formulae for the circumference and area of a circle.	Linking with construction of circle above. Also link type of units to the different formulas for length and area.
	Compare proportions in two pie charts that represent different totals.	Following on from the circle work circle graphs.

SCIENCE:

Strands	CIE Expectations	Learning Experiences
Biology Scientific Inquiry	<p>Ideas and evidence Make predictions and review them against evidence Be able to talk about the importance of questions, evidence and explanations</p> <p>Plan investigative work Suggest ideas that may be tested Choose appropriate apparatus and use it correctly Make predictions referring to previous scientific knowledge and understanding Identify appropriate evidence to collect and suitable methods of collection Outline plans to carry out investigations, considering the variables to control, change or observe</p> <p>Obtain and present evidence Make careful observations including measurements Present results in the form of tables, bar charts and line graphs</p> <p>Consider evidence and approach Make conclusions from</p>	Students will draw & label scientific diagrams, view through the microscope, observe & conclude, draw inferences, view videos & ppts, study model systems, make models, play games, answer quizzes, use scientific terminology, use scientific reasoning, make presentations, solve worksheets based on the given topics:

	<p>collected data, including those presented</p> <p>Consider explanations for predictions using scientific knowledge and understanding and communicate these in a graph, chart or spreadsheet</p>	
Biology	<p>How Plants grow</p> <p>Define and describe photosynthesis and use the word equation.</p> <p>Summarise the requirements for plant growth</p> <p>Investigate the effect of different nutrients on plant growth</p> <p>Know that carbon dioxide can enter and oxygen escape through stoma.</p> <p>Construct the word equation for photosynthesis</p> <p>Discuss how to investigate the effect of light on growing plants.</p> <p>The importance of water and mineral salts to plant growth.</p> <p>A Healthy Diet</p> <p>Identify the constituents of a balanced diet and the functions of various nutrients.</p> <p>Appreciate that food contains different kinds of nutrients</p> <p>Investigate the energy content of carbohydrates</p> <p>Know that protein is used for growth and repair</p> <p>Know that fat is used as an energy store</p> <p>Investigate the function of fibre, water, vitamins and minerals</p>	<p>How Plants grow</p> <p>Set up some quickly germinating seeds in advance, e.g. cress, and leave them in the dark to observe the effects. Some should be set up in the light as a comparison.</p> <p>Construct the word equation for photosynthesis and explain it is an endothermic reaction because of the requirement for energy.</p> <p>Light + Carbon dioxide + water → sugar + oxygen</p> <p>Leaf-peel techniques can be used to see stoma, possibly showing differences on upper and lower surfaces</p> <p>Appreciate the importance of the three essential elements, nitrogen, phosphorus and potassium.</p> <p>Summarise the requirements for plant growth in the form of a diagram of a plant showing the intake and output of items by arrows and including the transport routes of xylem and phloem.</p> <p>A Healthy Diet</p> <p>Collect and study food labels from cans etc to discover how foodstuffs are divided into carbohydrates, proteins, lipids, vitamins and minerals.</p> <p>Identify the foods with the highest energy content (for growth, movement and keeping warm) and discuss whether they think these are the most 'healthy' foods.</p> <p>Do tests for various food contents.</p> <p>Obesity as a result of overeating of energy foods should be included.</p> <p>Include non-animal sources of protein and be able to suggest a group of people who need a lot of protein.</p>

	<p>Understand the relationship between diet and fitness</p> <p>Digestion Recognise the organs of the alimentary canal and know their functions investigate the functions of the organs of the alimentary canal Understand the function of enzymes as biological catalysts in breaking down food to simple chemicals</p> <p>Circulation Recognise and model the basic components of the circulatory system and know their functions. Explain the working of the heart. Measuring the pulse rate. Link artery and pulse Explain the functions of the blood.</p>	<p>Investigate the Guideline Daily Allowance (GDA) for various nutrients using secondary sources Obesity and circulatory problems as a result of overeating of fatty foods should be included. Investigate the effects of nutritional deficiencies using secondary sources.</p> <p>Digestion Identify and place the organs of the digestive system -mouth, oesophagus/gullet, stomach, small intestine, large intestine.</p> <p>Complete and label a diagram of the organs. Include the liver and pancreas. Chew a piece of bread for a few minutes and notice the changes that take place. Investigate the effect of the enzyme amylase on starch solution Discuss why food needs to be chewed and also that saliva contains an enzyme so starts breaking down some foods. Mechanical and chemical breakdown of food should be discussed.</p> <p>Circulation Name the major parts of the circulatory system. Name the major parts of the respiratory system. Discuss the link between the two systems Listen to a heart-beat through a stethoscope, a home-made one will work. Use a diagram to explain the double circulation system. Link with the reasons for the structures of artery, capillary and vein. See veins in your wrist or crook of your elbow.</p> <p>Make a simple model of the circulatory system</p> <p>Investigate how scientists developed their knowledge of the circulatory system from ancient times to the present day. Investigate pulse rate (wrist and/or neck)</p>
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		<p>before and after exercise and relate it to increased heartbeat.</p> <p>Use diagrams to show that blood transports substances around the body.</p> <p>Research disorders of the circulatory system using secondary sources such as locally available health education material</p>
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Strands	CIE Expectations	Learning Experiences
<p>Physics Scientific Inquiry</p>	<p>Ideas and evidence Make predictions and review them against evidence Be able to talk about the importance of questions, evidence and explanations</p> <p>Plan investigative work Suggest ideas that may be tested Choose appropriate apparatus and use it correctly Make predictions referring to previous scientific knowledge and understanding Identify appropriate evidence to collect and suitable methods of collection Outline plans to carry out investigations, considering the variables to control, change or observe</p> <p>Obtain and present evidence Make careful observations including measurements Present results in the form of tables, bar charts and line graphs</p> <p>Consider evidence and approach Make conclusions from collected data, including those presented Consider explanations for</p>	<p>Students will draw & label scientific diagrams, design their own experiments, observe & conclude, draw inferences, view videos & ppts, study model systems, make models, play games, answer quizzes, use scientific terminology, use scientific reasoning, make presentations, solve worksheets based on the given topics:</p>

	<p>predictions using scientific knowledge and understanding and communicate these in a graph, chart or spreadsheet</p>	
Physics	<p>Speed Calculate speeds, including through the use of timing gates Interpret simple distance/time graphs</p> <p>Sound Explain the properties of sound in terms of movement of air particles Relate sound to hearing. Recognise the link between loudness and amplitude, pitch and frequency Investigate how fast sound travels. Interpret information provided by a cathode ray oscilloscope.</p>	<p>Speed Pupils measure their walking, hopping, running pace etc. They can estimate the speed of various objects such as a snail, a plane, or research the speed of athletes, to practice the use of different units. Data logging can be used for very fast or very slow speeds. Calculate average speed using timing gates. Pupils investigate how the average speed of an object varies with the gradient of a slope. Produce distance-time graphs. Interpret gradients on distance-time graphs</p> <p>Sound Investigate how sounds are made. Make sounds with simple objects such as plucking stretched elastic bands on a box, twanging rulers, blowing across test tubes. Pupils should suggest how their 'instrument' might be given a range of different notes and the ability to be loud or soft. Demonstrate ear structure using a model ear. Discuss ways of preventing ear damage. Research the sound receptors of animals such as the bat and dolphin Demonstrate that vibrations are moving large quantities of air to and fro using a drum, or loudspeaker on very low pitch. Students should discuss that sound also travels through water (swimming pools, whales, ultrasound) and through solids (ticking watch through table, railway lines etc).</p>

		Discuss examples which show that sound is travelling more slowly than light (noise across a field, thunderstorms). Investigate using a CRO the relationship between loudness and the amplitude
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Strands	CIE Expectations	Learning Experiences
Scientific Inquiry	<p>Ideas and evidence</p> <ul style="list-style-type: none"> • Make simple calculations • Identify trends and patterns in results (correlations) • Compare results with predictions • Identify anomalous results and suggest improvements to investigations • Interpret data from secondary sources • Discuss explanations for results using scientific knowledge and understanding. Communicate these clearly to others • Present conclusions to others in appropriate ways <p>Plan investigative work</p> <ul style="list-style-type: none"> • Suggest ideas that may be tested • Choose appropriate apparatus and use it correctly • Make predictions referring to previous scientific knowledge and understanding • Identify appropriate evidence to collect and 	<ul style="list-style-type: none"> • Be able to talk about the importance of questions, evidence and explanations • Make predictions and review them against evidence • Make conclusions from collected data, including those presented in a graph, chart or spreadsheet • Recognise results and observations that do not fit into a pattern, including those presented in a graph, chart or spreadsheet • Consider explanations for predictions using scientific knowledge and understanding and communicate these • Present conclusions using different methods

	<p>suitable methods of collection</p> <ul style="list-style-type: none"> • Outline plans to carry out investigations, considering the variables to control, change or observe <p>Obtain and present evidence</p> <ul style="list-style-type: none"> • Make careful observations including measurements • Present results in the form of tables, bar charts and line graphs <p>Consider evidence and approach Make conclusions from collected data, including those presented</p>	
<p>Chemistry</p>	<p>Chapter 1: The particle theory Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state.</p> <p>Present results in the form of tables, bar charts or line graphs. Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state.</p> <p>Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state.</p>	<p>Students model the changes of motion and arrangement of particles during boiling, evaporation, condensation, freezing and melting</p> <p>Students model the changes of motion and arrangement of particles during boiling, evaporation, condensation, freezing and melting</p> <p>Measure the temperature during the heating or cooling of a substance.</p> <p>The temperature of a low melting solid, warmed and then allowed to cool, is taken at intervals to note its change with time. Plot temperatures against time</p>

	<p>Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state</p> <p>Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state.</p> <p>Outline plans to carry out investigations, considering the variables to control, change or observe (as whole class).</p> <p>Choose appropriate apparatus and use it correctly.</p> <p>Make careful observations.</p> <p>Recognize results and observations that do not fit into a pattern.</p> <p><u>Chapter 2: Elements & Atoms</u></p> <p>Describe and explain the differences between metals and non-metals</p> <p>Describe everyday materials and their physical properties. Make predictions and review them against evidence Make predictions referring to previous scientific knowledge and understanding Describe everyday materials and their physical properties</p> <p><u>Chapter 3: Elements, Compounds & Mixtures</u></p> <ul style="list-style-type: none"> • A mixture of elements • From elements to a compound 	<p>Distinguish between metals and non-metals</p> <p>Describe everyday materials and their physical properties</p> <p>Separating mixture</p> <ul style="list-style-type: none"> • Explain the idea of compounds. • Distinguish between elements, compounds and mixtures. • Understand and use the separating technique.
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	<ul style="list-style-type: none"> • Chemical reactions and equation • Chemical names of compounds • Different types of mixtures 	
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HINDI

Strands	Learning Experiences
Speaking and listening	<ul style="list-style-type: none"> • Students will participate in class discussions and listen to everyone's view. • Students will be exposed to listen to stories and will solve questions based on them.
Reading	<ul style="list-style-type: none"> • Students will read books from the library, newspaper, poetry, lessons from textbook. • Explore implicit as well as explicit meanings within the text. • Reading and note making skill will be developed. • Reading of creative writing book of various authors which will help them to understand the authors different perspective.
Writing	<ul style="list-style-type: none"> • Students will do appropriate writing exercises through letters, stories, and essay-writing. • Writing number names till 100. • Present an explanation in ordered points.
Grammar and punctuation	<ul style="list-style-type: none"> • Students will be able to understand usage of singulars and plurals in different contexts. • Students will be introduced to the concept of parts of speech [nouns, verbs and adjectives]. Students will be able to understand that different types of the same exist and will learn to identify and use them in their written work. • Students will be able to identify pronouns and understand their importance in a sentence.

FRENCH

Strands	Learning Experience
Speaking and Listening	Initiate and develop simple conversations on Marketplace, Holidays and Leisure, Daily Routine (at School) and Family through Pairwork/Group Activities.
Reading	On-line texts and Magazine Section
Writing	Comprehensions, Questionnaires and Short Essays, Postcards/e-mails
Grammar And Punctuation	Partitive Articles, Negation, Prepositions (Transport),

	Irregular Verbs, Reflexive Verbs, Le passé composé (Perfect Tense) with 'avoir', Demonstrative Adjectives.
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INFORMATION AND COMMUNICATION TECHNOLOGY

Topic	Details	Learning Experiences
Public information system	<ul style="list-style-type: none"> ○ Introduction to public information system ○ Weather data source ○ Uses of sensors 	<ul style="list-style-type: none"> ● Students will learn what is public information system? ● Types of public information system ● Role of sensors in computer controlled system
Working with spreadsheet program	<ul style="list-style-type: none"> ○ Creating graphs or charts ○ Creating diagram using smartart graphics – ○ Importing data into a spreadsheet program ○ Using paste special- link option 	<ul style="list-style-type: none"> ● Students will learn how to work with spreadsheet program ● How to create charts and graphs ● How to import data from websites
Creating webpages	<ul style="list-style-type: none"> ○ Introduction to website & webpages ○ Introduction to HTML ○ Using HTML codes ○ Introduction to FrontPage ○ Creating website using wizard in FrontPage 	<ul style="list-style-type: none"> ● What is website and webpage? ● How to create webpage using coding with HTML ● How to create webpage using FrontPage ● How to use wizard

GLOBAL PERSPECTIVES

Strands	CIE Expectations	Learning Experiences
Global Perspectives	<p>Transport & Infrastructure</p> <p>Explore personal experiences and perspectives on transport use</p> <p>Research and understand changes to transport and infrastructure</p> <p>Analyse and evaluate the impact of transport and how it can be improved</p> <p>Analyse and evaluate the provision of transport in different economies</p>	<p>Transport & Infrastructure</p> <p>Survey of transport use. Collate findings and identify and explain patterns of use.</p> <p>Map location of home in relation to transport provision – public and private. Evaluate how accessible home location is. Consider any issues this might raise for the family.</p> <p>Present some issues associated with modern day transport e.g. congestion on roads, cost of fuel, air pollution, unreliable public transport</p> <p>Investigate The Geography of Transport</p>

	<p>Urbanization Research and understand the process of urbanisation Analyse the causes of urbanisation on a global scale</p> <p>Research, understand and present variations in housing Explore and reflect on personal perspectives and those of others in relation to housing</p>	<p>website to find different indicators for measuring transport quality along with development indicators e.g. GNP etc. Establish a link between transport and wealth. Discussion and feedback on following: 'Countries cannot do without clear transport links to the rest of the world'. Investigate when transport and trade between countries can be disrupted e.g. trade embargoes and sanctions, checkpoints, war, natural disaster</p> <p>Urbanization Use maps and statistics to show urbanisation rates around the world. Investigate the main reasons for urbanisation – population increase and migration. Develop ideas for managing growth in the future. Introduce ideas of impacts being economic, social and environmental and both positive and negative. Investigate a second country's planning laws with regard to housing development. Write a personal reflection on the importance of home. Where new building is happening or has happened in the local area, canvas opinion about it- likes/dislikes, possible impacts.</p>
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