

# TEACHING CURRICULUM FOR MIDDLE SCHOOL



**INTERNATIONAL  
SCHOOL OF  
BUDAPEST**

Smart Education.  
Smart Life.

## GRADE 5 A & 5 B

### CURRICULUM

#### Grade 5 English Language Learning

Term 1 Unit 1	Term 1 Unit 2	Term 2 Unit 3	Term 2 Unit 4
<b>Unit 1A: Stories with familiar settings</b> Reading and analysing extracts from classic children's fiction, then planning and writing an episode in the same style.	<b>Unit 2A: Traditional tales and stories from other cultures</b> Reading and analysing long established stories, including suspense.	<b>Unit 3A: Stories by significant children's authors</b> Reading and analysing stories in which time plays a significant part, including those by significant children's authors.	<b>Unit 4A: Poems in familiar settings</b> Reading and discussing classic poetry and part of a Shakespeare play. <b>Unit 4B: Poems by significant poets</b> Reading and discussing a range of poetic forms.
<b>Unit 1B: Instructions</b> Reading and analysing biography, autobiography and journalistic writing, then imitating the styles of writing.	<b>Unit 2B: Explanations and dictionaries entries</b> Reading and analysing discursive, formal writing.	<b>Unit 3B: Non-chronological reports</b> Reading and analysing reports and explanations in formal and informal writing.	<b>Unit 4C: Poems by significant poets and with language play</b> Reading and discussing a range of poetic forms and themes.

### Grade 5 Maths

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
Unit 1A Natural numbers	Unit 2A Measurement and statistics	Unit 3A Fractions	Unit 4A Cuboids
Unit 1B Geometry	Unit 2B Angles	Unit 3B Rectangles (Area and perimeter)	Unit 4B Decimals
Unit 5A Integers			

### Grade 5 Science & Social Studies

Term 1 Unit 1	Term 1 Unit 2	Term 2 Unit 3	Term 2 Unit 4
1A Unit 6.1 Human Organs and Systems	2A Unit 6.4 Conductors and Insulators	3A Unit 6.3 Food Chains	4A Unit 6.8 <b>Water and Mountain Ecosystems</b>
1B Unit 6.2 Reversible and Irreversible Changes	2B Unit 6.6 Mass and Weight	3B <b>Unit 6.7 Investigating rivers</b>	4B Unit 6.5 Caring for the Environment Project based learning

## GRADE 6 A & 6 B

### CURRICULUM

#### Grade 6 English Language Learning

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
<b>1A Non-fiction types</b> (Sentence structure & punctuation skills; structural/presentational/ linguistic features and conventions of a range of non-fiction text types – to inform, explain, argue, persuade, comment; note taking; write own non – fiction text type using conventions)	<b>2A An introduction to journalistic writing</b> (Issues of bias and viewpoint in journalistic writing/ news websites; oral and written work covering features of journalistic commentary and interviews)	<b>3A Exploring pre-20th century fiction</b> (Narrative structure/themes/literary/rhetorical and grammatical features; social, cultural and historical contexts; written response to a text extract, focusing on essential reading skills)	<b>3B Exploring pre-20<sup>th</sup> century drama</b> (Dramatic structure/themes/literary, rhetorical and grammatical features; social, cultural and historical contexts; basic performance/conventions of gesture, movement, delivery, pace; writing – short drama script/extract)
<b>1B Contemporary non–fiction: expressing the self</b> (Straightforward thematic/structural/ linguistic features of biography, autobiography, letters and diaries; written and oral work)	<b>2B Horror and suspense</b> (Sentence structure & punctuation skills; structural/ narrative/genre/ literary and grammatical features of	<b>3B Exploring pre-20<sup>th</sup> century fiction</b> (Narrative structure/themes/literary/rhetorical and grammatical features; social, cultural and historical contexts; written response to a text extract, focusing on essential reading skills)	<b>3C Exploring pre-20<sup>th</sup> century poetry</b> (Themes/poetic and linguistic devices; social, cultural and historical contexts; comparison of contemporary and pre - 20 <sup>th</sup> century poems;

	horror and suspense texts; learners to write horror/suspense extract, using conventions and features		written comparative response done in groups)
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Ongoing Themes throughout the year:

### Getting to grips with genre

(Genre features of science fiction, fantasy, contemporary folk and fairy tales; narrative features of short stories; personal reading preferences/habits; book reviews; individual presentations)

### Poetry – narrative and non-narrative

(Straightforward structural/ thematic/stylistic/ literary features of narrative poems; drama and role play; character diary entries; structural/literary features of non-narrative poems; written responses to poems)

## Grade 6 Maths

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
1A Number and Calculation	2A Number and Calculation	3A Number and Calculation	Projects, Revision
1B Algebra and Measures	2B Algebra and Measures	3B Measures	
1C Handling Data and Geometry	2C Handling Data and Geometry	3C Handling Data and Geometry	

### Grade 6 Science

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
1A  Unit 7.1 Living Things	2A  Unit 7.7 Habitats and Environment	3A  Unit 7.9 Forces and their Effects	4A  Unit 7.3 Energy Transformations
1B  Unit 7.4 Microorganisms and Disease	2B  Unit 7.5 The Earth and Beyond	3B  Unit 7.2 Solids, Liquids and Gases	4B  Unit 7.8 Acids and Bases
1C  Unit 7.6 Putting Things into Groups			

### Grade 6 Social Studies

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
European Geography	Introduction to the Middle Ages Kings and Queens	Christianity in Europe	The Rise of Islam

## GRADE 7A and 7B

### CURRICULUM

#### Grade 7 ELL

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
<p>Unit 1: Writing skills workshop: Vocabulary; spelling strategies; punctuation range; sentence construction; fronted adverbials; complex nouns; prepositional phrases; sentence construction; speaking/listening skills of discussion and effective sharing of ideas; personal targets for the year</p> <p>Unit 2: Reading (fiction) skills workshop</p> <p>more complex inference; using textual evidence of literary, rhetorical and grammatical features; narrative tension, setting; role-play and drama; speaking and listening skills of discussion and collaboration</p> <p>Unit 3: Speaking and listening skills workshop</p> <p>Organization of effective explanations and presentations; working collaboratively in a group to formulate plans of action; ways to ask and answer questions; rules of formal debate</p> <p>Class reading book; plenary; 2 minute presentation without notes; 4 minus presentation with notecards</p> <p>5 spelling tests (10 words each every 2 weeks)</p> <p>5 creative writings of 500-1000 and 1000-1500 words</p> <p>2 group projects</p> <p>1 paired presentation</p>	<p>Unit 3 (continues into winter term): Speaking and listening skills workshop</p> <p>Organization of effective explanations and presentations; working collaboratively in a group to formulate plans of action; ways to ask and answer questions; rules of formal debate</p> <p>Unit 4 Learning more about fiction</p> <p>Planning; narrative structure; function of character and type; physical description and dialogue to convey character; textual interpretation and evidence; collaboration and discussion</p> <p>Group projects</p> <p>4 Spelling tests</p> <p>3 creative writing assignments</p> <p>Finish class read book</p> <p>Begin free read book</p> <p>free read project- 1 hour per week given to students for free read and project</p>	<p>Unit 5: Television and news</p> <p>Issues of fact and opinion; bias and viewpoint; note-taking; structure of news reports; issues of audience and purpose; collaboration. discussion; working in groups to formulate ideas and plan of action; role play and drama; interviews and variations in spoken language.</p> <p>Unit 6: School magazine project</p> <p>Structural; presentational; linguistically and rhetorical features of a range of non-fiction texts</p> <p>Unit 7: More non-fiction</p> <p>Exploration of presentation, organizational, linguistic and literary features of leaflets, reports, reviews, magazine articles and summaries, across reading and writing</p> <p>Units 5-7 are combined- Project complete based Units inter-tying with each other</p> <p>Role playing- create a news report on natural disasters from around the world. Each group completes 3. Everyone participates</p> <p>Creative writings= 3 articles; 2 feature articles and 1 interview piece</p> <p>Free read/ class read book and comprehension packet</p>	<p>Unit 8 Poetry Please</p> <p>Effect of literary, structural and linguistic features; development of poet's ideas; comparison of poems from different cultures; discussion and collaboration, role play and drama</p> <p>Unit 9: Myths and legends from around the world</p> <p>Exploration of a wide range of texts; development of a writer's idea, viewpoint and themes, and relating to other texts read; comparison of texts from different cultures and times; exploration of how different audiences respond to texts; role-play and drama; collaboration and discussion</p> <p>Interactive poetry notebook: Free verse, haiku, ballade, ode, elegy, black out poetry</p> <p>Compare and contrast European myths and legends</p> <p>3 creative writings - one focused on folk tale</p> <p>1 poetry piece presented to class</p> <p>1 creative writing presentation to class</p> <p>1 free form presentation on a topic of their choice</p>

		2 presentations- 1 filmed for news report. One creative writing article presented  3 spelling tests	
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### Grade 7 Mathematics

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
<b>Number</b>  Ni Integers, powers and roots  Np Place value, ordering and rounding  Nf Fractions, decimals, percentages, ratio and proportion  Nc Calculation	<b>Algebra</b>  As Sequences, functions and graphs  <b>Problem solving</b>  Using understanding and strategies in solving problems	<b>Geometry</b>  Gs Shapes and geometric reasoning  Gp Position and movement  G Measure Gl Length, mass and capacity  Gt Time and rates of change  Ga Area, perimeter and volume	<b>Handling data</b>  Dc Planning and collecting data  Dp Processing and presenting data  Di Interpreting and discussing results  Db Probability



## Grade 7 International maths

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
<b>Algebra</b> <ul style="list-style-type: none"> <li>-negative numbers</li> <li>-indices and powers</li> <li>-prime factor decomposition</li> <li>-sequences</li> </ul>	<b>Algebra</b> <ul style="list-style-type: none"> <li>-linear functions</li> <li>-algebraic operations</li> <li>-equations</li> </ul> <b>Geometry</b> <ul style="list-style-type: none"> <li>-angle relationships</li> <li>-constructions</li> </ul>	<b>Algebra</b> <ul style="list-style-type: none"> <li>-operations with fractions</li> <li>-decimals, percentages</li> </ul> <b>Geometry</b> <ul style="list-style-type: none"> <li>-area, perimeter</li> <li>-3d shapes</li> <li>-surface area, volume</li> </ul>	<b>Geometry</b> <ul style="list-style-type: none"> <li>-surface area, volume</li> <li>-transformations</li> </ul> <b>Statistics</b> <ul style="list-style-type: none"> <li>-Interpreting data</li> <li>-charts, graphs</li> </ul> <b>REVISION</b>

## Grade 7 Science

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
<b>BIOLOGY</b>  Plants  Food and digestion  The circulatory system  Respiration	<b>BIOLOGY</b>  Reproduction and development  <b>CHEMISTRY</b>  States of matter  Elements and compounds  Mixtures	<b>CHEMISTRY</b>  Material changes  <b>PHYSICS</b>  Measuring motion  Sound	<b>PHYSICS</b>  Light  Magnetism  <b>REVISION</b>

## GRADE 8A and 8B

### CURRICULUM

#### Grade 8 ELL

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
<b>Reading /Literature</b> <ul style="list-style-type: none"> <li>• Elements of nonfiction</li> <li>• Strong and Weak Arguments</li> <li>• Author's Purpose</li> <li>• Main Idea and Supporting Details</li> <li>• Model Essay Analysis</li> <li>• Novel-Diary of Anne Frank</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Apply writing process through research small project-sources included</li> <li>• One Expository essay of at least 750 words</li> <li>• Range of sentences features demonstrating control</li> <li>• 5 creative writing essays of at least 500-1000 words</li> </ul> <b>Grammar / Conventions (Through writing process)</b> <ul style="list-style-type: none"> <li>• Sentences variety and structure</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Using context clues</li> <li>• Selected root words</li> <li>• Literary vocabulary</li> </ul>	<b>Reading / Literature</b> <ul style="list-style-type: none"> <li>• Elements of Fiction with emphasis on theme and plot development</li> <li>• Analysis and discussion</li> <li>• Mood and Tone</li> <li>• Figurative Language</li> <li>• Short Story Study</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Range of sentences features demonstrating control</li> <li>• Mini project</li> <li>• 5 creative writing essays of at least 750 words (narrative,- Focus on POV)</li> </ul> <b>Grammar / Conventions (Through writing process)</b> <ul style="list-style-type: none"> <li>• Use grammar and structure correctly in technical writing</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Commonly confused words</li> <li>• Denotative &amp; connotative meanings</li> <li>• Word parts – root words</li> <li>• Literary vocabulary</li> <li>• Transition words and phrases</li> </ul> <b>Speaking/Listening/</b>	<b>Reading / Literature</b> <ul style="list-style-type: none"> <li>• Analysis of poetical devices</li> <li>• Figurative Language</li> <li>• Novel Study-TBD</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Persuasive essay of at least 1000 words</li> <li>• Narrative paper</li> <li>• Range of sentences features demonstrating control</li> <li>• Poem with poetic devices (10) <i>*FCAT style writing prompt practice including feedback provided by the teacher, and a revise, rewrite and published work sample</i></li> </ul> <b>Grammar / Conventions (Through writing process)</b> <ul style="list-style-type: none"> <li>• Shifts in pronoun number and person</li> <li>• Correct vague pronouns</li> <li>• Use commas, parentheses and dashes correctly</li> <li>• Vary sentence pattern for meaning and style</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Literary vocabulary</li> <li>• Root words</li> <li>• Idioms</li> </ul>	<b>Reading / Literature</b> <ul style="list-style-type: none"> <li>• Elements of Drama</li> <li>• Elements of folk tales, legends, myths, and tall tales</li> <li>• Novel Study-TBD</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Analysis or comparison essay of literary work or works of at least 1000 words</li> <li>• Range of sentences features demonstrating control</li> <li>• Large Research project with sources and support from text.</li> <li>• Formal letter writing</li> <li>• 3 creative writing essays of at least 750 words (expository and persuasive) Use sources and text support for writing <i>*FCAT style writing prompt practice including feedback provided by the teacher, and a revise, rewrite and published work sample</i></li> </ul> <b>Grammar / Conventions(Through writing process)</b> <ul style="list-style-type: none"> <li>• Misplaced modifiers</li> </ul>

<ul style="list-style-type: none"> <li>• Transition words and phrases</li> <li>• 5 Vocabulary quizzes</li> </ul> <p><b>Speaking/Listening/Viewing</b></p> <ul style="list-style-type: none"> <li>• Student Presentations</li> <li>• Class discussions</li> <li>• Student led discussions</li> <li>• Socratic seminars-<i>a formal discussion, based on a text, in which the leader asks open-ended questions.</i> <ul style="list-style-type: none"> <li>• Oral presentations</li> </ul> </li> </ul>	<p><b>Viewing</b></p> <ul style="list-style-type: none"> <li>• Student Research Presentations</li> <li>• Class discussions</li> <li>• Student led discussions <ul style="list-style-type: none"> <li>• Oral presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 5 Vocabulary quizzes</li> </ul> <p><b>Speaking/Listening/Viewing</b></p> <ul style="list-style-type: none"> <li>• Student Presentations</li> <li>• Class discussions</li> <li>• Student led discussions <ul style="list-style-type: none"> <li>• Oral poetry readings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Verb shifts</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Literary vocabulary</li> <li>• Root words</li> <li>• 5 Vocabulary quizzes</li> </ul> <p><b>Speaking/Listening/Viewing</b></p> <ul style="list-style-type: none"> <li>• Dramatic Reading/formal speech</li> <li>• Media interpretation</li> <li>• Propaganda</li> <li>• Use speaking and listening to build up increasing personal confidence, managing and manipulating the content of their presentation <ul style="list-style-type: none"> <li>• Oral presentations</li> </ul> </li> </ul>
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### Grade 8 Mathematics

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
<p><b>Number</b></p> <p>Ni Integers, powers and roots</p> <p>Np Place value, ordering and rounding</p> <p>Nf Fractions, decimals, percentages, ratio and proportion</p> <p>Nc Calculation</p>	<p><b>Algebra</b></p> <p>Ae Expressions, equations and formulae</p> <p>As Sequences, functions and graphs</p>	<p><b>Geometry</b></p> <p>Gs Shapes and geometric reasoning</p> <p>Gp Position and movement</p>	<p><b>Measure</b></p> <p>Gl Length, mass and capacity</p> <p>Ga Area, perimeter and volume</p> <p><b>Handling data</b></p> <p>Dc Planning and collecting data</p> <p>Dp Processing and presenting data</p> <p>Db Probability</p> <p><b>Problem solving</b></p> <p>Using techniques and skills in solving mathematical problems</p> <p>Using understanding and strategies in solving problems</p>

## Grade 8 Science

TERM 1 Autumn	TERM 1 Winter	TERM 2 Spring	Term 2 Summer
<b>Biology</b>  Plants  Living things in their environment  Variation and inheritance	<b>Chemistry</b>  Material properties  Energy changes  Reactivity  Salts	<b>Chemistry</b>  Rates of reaction  Laboratory work  Creating lab reports  <b>Physics</b>  Forces in action	<b>Physics</b>  Electricity  Energy  Renewable and non-renewable energy