

**Course Syllabus (Midterm – Semester 2)**

**Learning Group: Foreign Language**

**Subject code**

**Subject: English in Mind**

**Year Level: 8**

**Total: 1.0 credit**

<b>Chapter/Unit</b>	<b>Topics</b>	<b>Contents</b>	<b>Objectives</b>	<b>Reference</b>
9	Your mind	9.1 <u>Reading</u> : - Your brain is like a muscle - Girl genius, university student at 15! 9.2 <u>Listening</u> : interview “Multiple Intelligences” 9.3 <u>Speaking</u> : - talking about how you learn best - Discussion: talent and intelligences 9.4 <u>Writing</u> : competition entry 9.5 <u>Vocabulary</u> : thinking 9.6 <u>Grammar</u> : determiners (everyone/ no one/ someone etc..) 9.7 <u>Pronunciation</u> : must	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to                             <ul style="list-style-type: none"> <li>➤ Understand the different types of M.I.</li> <li>➤ Explain their strategy for good learning.</li> <li>➤ Understand the use of determiners</li> </ul> </li> </ul>	(B) 68 – 73 (WB) 54 – 59
10	Music maker	10.1 <u>Reading</u> : - Music that changes Lives - Talent? Me? 10.2 <u>Listening</u> : - identify the different types of music - People talking about music and musical instruments 10.3 <u>Speaking</u> : - talking about music and becoming a pop star 10.4 <u>Writing</u> : letter about your favorite type of music 10.5 <u>Vocabulary</u> : music and musical instruments	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to                             <ul style="list-style-type: none"> <li>➤ Understand the importance of music</li> <li>➤ Understand the use of present perfect continuous</li> <li>➤ Research and write about music</li> </ul> </li> </ul>	(B) 74 – 81 (WB) 60 – 65

		10.6 <u>Grammar</u> : - present perfect Continuous - Present perfect simple and continuous 10.7 <u>Pronunciation</u> : sentence stress – “rhythm”		
--	--	---	--	--

**Course Syllabus (Mid – term – Semester 2)****Learning Group: Mathematics****Subject code****Subject: Focus Smart + Mathematics****Year Level: 8****Total: 1.0 credit**

<b>Chapter/ Unit</b>	<b>Topics</b>	<b>Contents</b>	<b>Objectives</b>	<b>Reference</b>
1	Square, Square Roots, Cubes and Cube Roots	1.1 Squares 1.2 Square roots 1.3 Cubes 1.4 Cube roots	<ul style="list-style-type: none"><li>• By the end of this chapter, students should be able to<ul style="list-style-type: none"><li>➤ Explain and specify square roots and cube roots</li><li>➤ Find square roots and cube roots of integral numbers by separating factors for the purpose of problem solving as well as be aware of validity of the answer.</li><li>➤ Explain results of finding square root and cube roots of integral numbers, fractions and decimals, and express the relationship between exponents and real numbers.</li><li>➤ Find estimations of square root and cube root of real numbers, which can be applied for problem solving, as well as be aware of validity of the answers.</li></ul></li></ul>	Page 1 – 21
2	Rational and Irrational Numbers	2.1 Rational Numbers 2.2 Real Numbers 2.3 Operations Involving Surds	<ul style="list-style-type: none"><li>• By the end of this chapter, students should be able to<ul style="list-style-type: none"><li>➤ Write fractions in the form of decimals.</li><li>➤ Write recurring decimals in the form of fractions</li><li>➤ Understand real numbers</li><li>➤ Give examples of rational and irrational numbers</li></ul></li></ul>	Page 22 – 34

			➤ Explain relationships between real numbers, real numbers and irrational numbers.	
6	Pythagoras' Theorem	6.1 Relationship between the Sides of a Right – angled Triangle. 6.2 Converse of Pythagoras' Theorem	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to <ul style="list-style-type: none"> <li>➤ Use Pythagoras' theorem and converse for reasoning and problem – solving</li> </ul> </li> </ul>	Page 113 – 122

**Course Syllabus (Mid – term – Semester 2)**

**Subject code**

**Subject: Focus Smart + Science**

**Total: 1.0 credit**

**Learning Group: Science**

**Year Level: 8**

<b>Chapter/ Unit</b>	<b>Topics</b>	<b>Contents</b>	<b>Objectives</b>	<b>Reference</b>
2	System in Humans and Animals  Science Laboratory Experiment	2.1 Digestive System in Humans 2.2 Digestive System in Animals 2.3 Circulatory System in Humans 2.4 Circulatory System in Animals 2.5 Respiratory System in Humans 2.6 Respiratory System in Animals 2.7 Excretory System in Humans 2.8 Excretory System in Animals  2.9 Pig's heart Dissection 2.10 Human Lungs Model	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to                             <ul style="list-style-type: none"> <li>➤ Explain the structures and functions of digestive system, circulatory systems, respiratory systems and excretory systems of humans and animals.</li> <li>➤ Explain the relationship of various systems of humans and apply acquired knowledge for useful purposes.</li> </ul> </li> </ul>	Page 26 – 57  Page 17 – 24 Page 25 – 28
3	Reproduction  Science Laboratory Experiment	3.1 Sexual and Asexual Reproduction 3.2 Male Reproduction System 3.3 Female Reproductive System 3.4 Mensuration Cycle 3.5 Fertilization and Pregnancy 3.6 Importance of Pre – Natal Care 3.7 Importance of Research in Human Reproduction 3.8 Biotechnology in Animal Reproduction.  3.9 Regrow cabbage: vegetative reproduction and cloning plants.	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to                             <ul style="list-style-type: none"> <li>➤ Explain the structure and functions of reproductive system of human beings and animals.</li> <li>➤ Explain the principles and effects of biotechnological application for propagation, improved breeding and increased productivity of animals and apply acquired knowledge for useful purpose.</li> </ul> </li> </ul>	Page 58 – 85  Page 29 – 32

Course Syllabus (Mid – term – Semester 2)

Subject code

Subject: Social Studies Grade 8

Learning Group: Social Studies

Year Level: 8

Total: 1.0 credit

Chapter/Unit	Topics	Contents	Objectives	Reference
5	Something about Economy	5.1 Factors of production 5.2 Stages of production 5.3 Economic system	<ul style="list-style-type: none"><li>• By the end of this chapter, students should be able to<ul style="list-style-type: none"><li>➤ Understand the factors that contributes to the production of the economy</li><li>➤ Understand how land, labor and capital relate to economy.</li><li>➤ Understand the different stages in production</li><li>➤ Understand how these stages plays a role in the growth of the country's economy</li><li>➤ Compare the economic structure between developing and developed countries.</li><li>➤ Analyze the economic system and compare their functions to one another</li><li>➤ Understand the importance of the economic system.</li><li>➤ Analyze the economic system and compare their functions to one another</li><li>➤ Understand the importance of the economic system.</li></ul></li></ul>	Page 48 – 61

6	Manage your Money	6.1 What is money? 6.2 Do you know where your money goes? 6.3 Save today for a better tomorrow?	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to             <ul style="list-style-type: none"> <li>➤ Discuss the functions of money.</li> <li>➤ Understand the importance of trade.</li> <li>➤ Identify what currency is.</li> <li>➤ Understand and identify what is revenue and expenditure.</li> <li>➤ Learn how to save and manage money.</li> <li>➤ Identify what is considered savings and expenses.</li> </ul> </li> </ul>	Page 62 – 72
---	-------------------	---	--	--------------

**Course Syllabus (Mid – tem Semester 2)****Learning Group: Health Education  
Grade 8****Subject code****Subject: Health Education****Year Level: 8****Total: \_\_\_\_ credit**

<b>Chapter/ Unit</b>	<b>Topics</b>	<b>Contents</b>	<b>Objectives</b>	<b>Reference</b>
5	Balance between Physical and Mental health	5.1 The meaning and the importance of our physical and mental health 5.2 The Relationship of the balance between physical and mental health 5.3 Factors affecting health 5.4 Evaluating slimming claims	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to               <ul style="list-style-type: none"> <li>➤ analyze the relationship of the balance between physical and mental health</li> <li>➤ analyze the medical advancement affecting health</li> </ul> </li> </ul>	Page 61 – 70
6	Avoiding risky behavior and risky situations	6.1 The need to avoid risky behavior and risky situations 6.2 Risky behavior and risky situations 6.3 The process to prevent and avoid risky behavior and risky situations	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to               <ul style="list-style-type: none"> <li>➤ Explain the methods of avoiding the risk behaviors and the risk situations</li> <li>➤ Apply life skills to protect themselves and to avoid dangerous situation.</li> </ul> </li> </ul>	Page 71 – 78



**Course Syllabus -Semester 2/2018-19**

**Learning Group: Home Economics Clothing/Fabrics /Textiles**


**Subject Code: OT 22101**

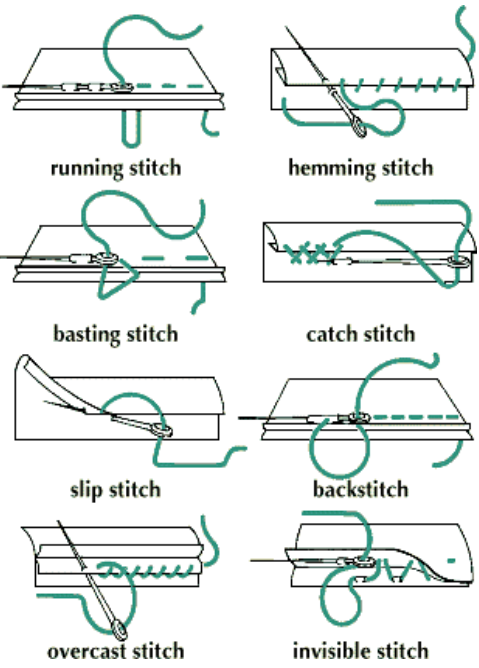

**Home Economics 3**

**Year Level: 8**

**Total: 1 period / week**

**Credit: 1.0**

<b>Chapter/ Unit</b>	<b>Topics</b>	<b>Contents</b>	<b>Objectives</b>	<b>Reference</b>
1	Fashion design	<p>Fashion design is the art of applying design, aesthetics and natural beauty to clothing and its accessories. It is influenced by cultural and social attitudes, and has varied over time and place.</p> <p>Fashion design is generally considered to have started in the 19<sup>th</sup> century with Charles Frederick Worth who was the first designer to have his label sewn into garments that he created. Set up his maison couture (fashion house) in Paris.</p> <p>-(sketch ideas on paper) Types of Fashion – Haute couture/Ready to wear (pret-a – porter)/ Mass market (for wide range customers) save money and time, use cheaper fabrics and simpler production techniques.</p> 	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to               <ul style="list-style-type: none"> <li>➤ Apply appropriate principles and techniques in presenting fashion ideas and illustrations, and in pattern and garment construction for specific requirements and considerations in different settings.</li> </ul> </li> </ul>	

<p>2</p>	<p>Hand Sewing</p>	<p>In the textile arts, a stitch is a single turn or loop of thread, or yarn. Stitches are the fundamental elements of sewing, knitting, embroidery, crochet, and needle lace making, whether by hand or machine. A variety of stitches, each with one or more names.</p> <p>Hand stitching is an essential sewing skill every sewer must possess and master.</p> <p><b>Basic hand sewing stitches:</b></p> <ol style="list-style-type: none"> <li>1. Backstitch- is one of the strongest, most adaptable, and permanent hand stitches. It's called a backstitch because the needle goes into the fabric behind the thread of the previous stitch.</li> <li>2. Running stitch – a simple needlework stitch consisting of a line of small even stitches that run in and out through the cloth without overlapping.</li> </ol>		
<p>3</p>	<p>Fabric/ cloth construction</p> 	<p>Making a pot holder:</p> <p><u>Step 1:</u> Find Desired Fabric 17 inches by 8 and a half inches that you want to use to make your pair of pot holders.</p> <p><u>Step 2:</u> Cutting Potholder Cut your chosen fabric, backing, and batting into 8 and a half inch squares.</p>		

Step 3: Cut edging: Cut your edging (same material as backing) into a 2 inch wide strip. Length of the edging doesn't matter because you can just cut it off where you need to for each pot holder.

Step 4: Stitching  
Use a straight stitch to attach the fabric to the backing and batting. Start at the top left corner and stitch across the top.

Step 5: Box Pattern Stitching  
Continue the stitch in a box pattern around the pot holder.

Step 6: Edging  
Fold your edging over the outside of the pot holder. Start at the top left corner again and use a back stitch this time to ensure that the edging will stay on.

Step 7: The Corners  
Tack down the bottom left, bottom right, and top right corners of the edging to the pot holder.

Step 8: Loop Creation  
Fold the last two inches over to make a loop at the last upper left corner. This loop is used to hang the pot holders on your kitchen wall.

Materials need: sewing needle, plenty of thread, cotton fabric, scissors, measuring tape and cotton wadding prepared in sheets for use in quilts).