

A female student with dark hair tied back, wearing safety goggles and a black lab coat over a white shirt, is focused on her work. She is using a red-tipped pipette to transfer liquid into a rack of test tubes. The background is a vibrant purple and blue with abstract, hand-drawn patterns including a crown, a star, and hearts. The overall theme is science and education.

REIMAGINING GRADES 8 AND 9

A revised curriculum to develop
21st Century Skills



HIGH SCHOOL
VICTORY PARK

KDVP REVISED CURRICULA FOR **GRADES 8 AND 9**

Implementation January 2022

Over the past three years, driven by subject content and assessment overload; the need to further 21st Century skills; and to provide our students with a greater element of choice; we have been hard at work to refine our Grade 8 and 9 curricula. We have experimented with several new initiatives over this time, and are now able to implement a new programme for our Junior High school students, which is more manageable, more relevant, and more fun! This re-designed programme will however, still prepare our Juniors for the rigour of what lies ahead in Grade 10, 11 and 12; as well as provide them with the necessary exposure to make wise subject choice decisions.

“A new programme for our Junior High students, which is more manageable, more relevant, and more fun!”



HIGH SCHOOL
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21ST CENTURY READINESS

The four 'Cs' are key to our programme of developing competent
21st Century Skills in our students:

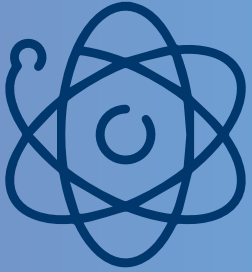
- Communication
- Collaboration
- Creative Thinking
- Critical Thinking

However, we will go beyond these areas to develop the **'soft skills'** that make our students the unique individuals that they are capable of becoming. Our Mission Statement refers to our **'developing Menschen'** and thus our 21st Century programme will also focus on:

- The teaching of flexibility
- Dealing with the unknown
- Developing leadership skills
- Taking initiative
- Resilience
- Grit
- Empathy

Our new, carefully designed programme will develop the four 'Cs' and the 'soft skills' through:

**Seven Core Subjects, Semester Courses, Arts and Culture
Electives and Subject Focus Days**



SEVEN *CORE SUBJECTS*

The seven subjects forming the core are primarily the Languages and Mathematics. In addition, Life Orientation, Jewish Studies and Computer Skills are taught over the full academic year but have less contact time. The Core Subjects feature regular formal and informal assessment throughout the year.

LEVEL 1: FULL YEAR

COMPULSORY

Languages
Mathematics

LEVEL 2: FULL YEAR

COMPULSORY

Life Orientation
Jewish Studies
Computer Skills



SEVEN CORE SUBJECTS: THE LANGUAGES



HOME LANGUAGE: **ENGLISH**

English is taught as our primary language of instruction and includes components of Language, Literary Studies, Creative Writing and Oral Work. English is assessed regularly using a variety of formal and informal assessment tools and both mid-year June Examinations and Final November Examinations are written.



FIRST ADDITIONAL LANGUAGES: **AFRIKAANS AND ISIZULU**

A compulsory component of the National Senior Certificate in South Africa is that all students must study an additional indigenous language through to Matric. KDVPH offers both Afrikaans and isiZulu. The First Additional Languages are assessed regularly using a variety of formal and informal assessment tools and both Mid-Year June Examinations and Final November Examinations are written.



SECOND ADDITIONAL LANGUAGE: **HEBREW**

Hebrew is compulsory in all the SABJE schools, until the end of Grade 10. The study of Hebrew is so much more than learning to speak, read and write a language – it encapsulates and is fundamental to Jewish Identity and central to our operation as a Jewish Day School. Hebrew is assessed regularly, using a variety of formal and informal assessment tools and both mid-year June Examinations and Final November Examinations are written.

The Conversational Hebrew stream is reserved exclusively for students who have come to us from Remedial Primary School backgrounds and are mainstreaming for the first time in Grade 8. These students are part of a programme which features conversational Hebrew lessons coupled with enrichment in both English and Mathematics. Students taking the Conversational Hebrew classes are assessed from time to time to make sure that they are participating and making progress.



MATHEMATICS

Mathematics is offered to all Grade 8 and Grade 9 students in the form of a differentiated curriculum. Students are streamed into similar ability groups and the teachers move at the pace of the group. Advanced groups may be extended beyond the curriculum and are prepared for Advanced Programme Mathematics which is available to the students in the FET. Mathematics is assessed regularly using a variety of formal and informal assessment tools and both mid-year June Examinations and Final November Examinations are written.



LIFE ORIENTATION

Life Orientation classes are offered twice in a 7-day cycle and students are taught in their register classes. Assessment is varied and may include tests and examinations, projects and assignments and other items which are accumulated towards a portfolio of evidence. Physical Education forms a compulsory element of the Life Orientation curriculum in both Grade 8 and Grade 9.



JEWISH STUDIES

Jewish Studies is taught twice in a 7-day cycle and consists of a core curriculum of Jewish History, combined with modular teaching of Jewish Philosophy units. Students have the freedom to choose different modules at different stages of their journey through Grade 8 and Grade 9. Assessment may be in the form of tests and examinations as well as projects, assignments, and research essays.



COMPUTER SKILLS: GRADE 8



WORD PROCESSING

Intermediate skills using Microsoft Word



DIGITAL CITIZENSHIP

Essential skills for use of the internet and computers



CODING

Building block systems as an introduction to coding



GRAPHIC DESIGN

Teaching students basic design using shapes & shading



INFORMATION MANAGEMENT & SEARCH ENGINES

Proper use of a Search Engine & organisation of files on a computer

COMPUTER SKILLS: GRADE 9



HARDWARE & SOFTWARE

Hardware & software components are taught



CODING-APPLAB

Designing of a mobile phone app



3D DESIGN & PRINTING

Introduction to 3D modelling & production of prototypes



SPREADSHEETS

The use of functions in Excel

The role of Technology in the Classroom is a key area within 21st Century Teaching and Learning Skills. We have adopted a Bring Your Own Device (BYOD) approach and students are free to use laptop computers, tablet devices and even their phones where appropriate to assist them with their learning. Our primary learning platform in the school is Microsoft Teams and everything from a course outline to notes and assignments are available to the students on this platform.



THE *SEMESTERS*

Six of our subjects are taught in a modular style over two semesters within our academic year. These are History and Geography (Social Studies), Physical Sciences and Life Science (Natural Sciences) and Accounting and Business Studies (Economic & Management Sciences). In both the Grade 8 and the Grade 9 year, students will be exposed to these six subjects over the two semesters. One subject from each category will run for the first semester and the second subject from each category will run for the second semester. Students will therefore only have three out of the six semesterised subjects at any one time. The June Examinations will be the final examinations for Semester 1 subjects.

The November examinations will be the final examinations for the Semester 2 subjects. In the final promotion report of the year, the two semesters are combined into learning areas and reported as follows:

- Natural Sciences (including Physical Sciences and Life Science)
- Social Studies (including History and Geography)
- Economic and Management Sciences
(including Accounting and Business Studies)



THE SEMESTERISED SUBJECTS ARE

SEMESTER 1	NATURAL SCIENCES	SOCIAL STUDIES	ECONOMIC & MANAGEMENT SCIENCES
Grade 8	Physical Sciences Conserve to Preserve	History A Changing World –Steel, Gold & Guns	Business Studies Igniting Entrepreneurs
Grade 9	Physical Sciences Sci-Fi (Facts & Information)	History Youth Activism in History – Becoming Upstanders!	Business Studies Elevating Entrepreneurs
SEMESTER 2	NATURAL SCIENCES	SOCIAL STUDIES	ECONOMIC & MANAGEMENT SCIENCES
Grade 8	Life Sciences Surviving our Changing Environment	Geography Cosmic Quest	Accounting Investing & Finance
Grade 9	Life Sciences Body Work	Geography Exploring Earth	Accounting Taxation & Finance



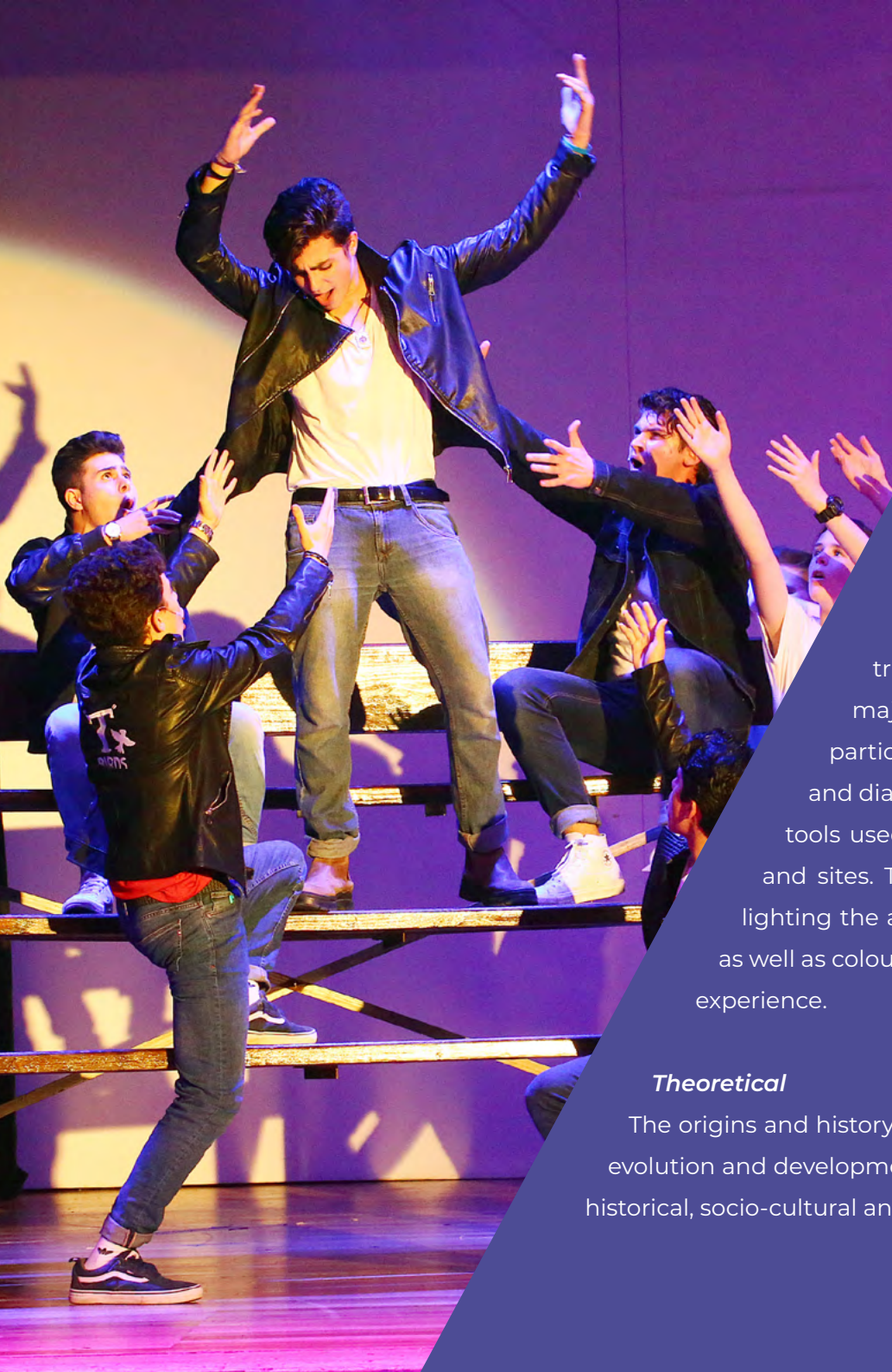


THE *ARTS* & *CULTURE* MAJOR ELECTIVES

Major Electives are offered in Drama, Art, Dance, Music and French. All major electives can be taken through to Matric.

- 1 subject taught over 3 days in a 7 day cycle
- Theory and practical covered
- Formal and informal assessments
- This subject is taught over the full academic year (one per year)
- Choices:
 - Drama
 - Art
 - Dance
 - Music
 - French





DRAMA

Students are introduced to the principles and the dynamics of Drama, Theatre and Performing Arts. The subject is comprised of a theoretical and a practical component, both weighted equally for the Final assessment.

Practical

The candidate is required to perform pieces each term. These performances are triggered by the outings to plays (and at times one act festivals and films) at the major theatres of Gauteng. At these events, students are afforded the opportunity to participate in a Q & A session following the performance. Self-written pieces – monologues and dialogues, are encouraged. The practical journey enables self- discovery of the physical tools used in communication and presentation within the challenges of the use of spaces and sites. The candidate will also be exposed to directing movement; designing the visual; lighting the areas; marketing for audience development; accompanying with sound and music as well as colouring with costume and employing imagination to maximize the audience and actor experience.

Theoretical

The origins and history of Theatre and Dramatic Art are introduced. Traditions, styles, genres, techniques, evolution and development are examined in terms of the use of the theatre and the influences of the socio- historical, socio-cultural and socio-political conditions and situations on practitioners throughout the world.



ARTS

Grade 8 and 9 Creative Art can be viewed as a two year journey. During the course of these two years, the students will learn the fundamentals of the language of Art. They will learn the basic terminology needed to talk and write about artworks. This is referred to as Visual Literacy, where the students will be exposed to numerous artworks from a variety of disciplines and time periods. They will learn key observation techniques so that they can successfully analyse an artwork.

The year is broken up into practical and theoretical components. Owing to the limited amount of class time, the students will be expected to complete some of the tasks at home. The practical tasks that they will engage in are diverse, allowing each student the opportunity to explore what he/she is interested in. The students are not expected to enter the subject already equipped with drawing skills, all they will need is an open mind and a strong work ethic. The creative tasks include group activities which are based outside the classroom. These activities allow the students to explore their creativity in an open and innovative manner. The students will also develop Design skills and create functional products using recycled materials. Other projects include the use of technology, such as tablets and laptops. The students will learn about layout design and how to create two-dimensional graphics using technological devices. Observation based activities will teach the students how to carefully examine an image/object and respond accordingly. The students will be allowed to experiment and explore a variety of mediums including ink and bleach, found objects, markers, collage, pencils to name a few.

These two years are designed to give a brief insight into what Art is and can be. It is a fun, busy and exciting period aimed at enriching students with culture and creative appreciation.





MUSIC

In Grades 8 and 9, Music consists of four basic components:

Music Literacy

Students gain a solid grounding in the basic theoretical concepts in music, teaching them to fully understand the principles of notating music in the forms relevant to their grade/level. They learn to reflect critically on different styles of music while experiencing them at the same time. They also learn about the different styles in their historical and social contexts.

Performance

Students will gain experience in performing both as soloist and/or in an ensemble context in front of peers and/or an invited audience. Performances may be in informal and formal settings. Students are required to learn an instrument of their own choice (including voice). The IEB states that every student requires a lesson every week of a minimum duration of 1 hour. These individual lessons are taught by a registered teacher on campus, and there is an extra cost involved. Students who wish to take voice, guitar, drum kit, trumpet or saxophone may start in Grade 8 as beginners, and there is no theory background required. Students who wish to study piano as their instrument need to be at least at Grade 1 level (according to the ABRSM, Trinity, Rockschooll or Unisa syllabii).

Composition

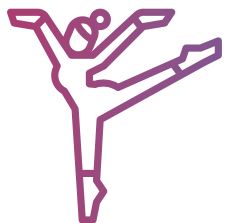
Students experiment with improvisation on their instrument of choice in both solo and ensemble context, and they gain experience arranging and composing music scores using Garageband and Musescore.

History of Music

In the junior grades, the History of Music is covered briefly, focusing on the history of contemporary, popular music.



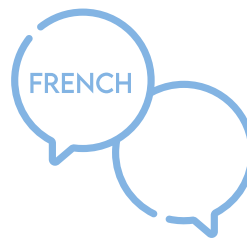




DANCE

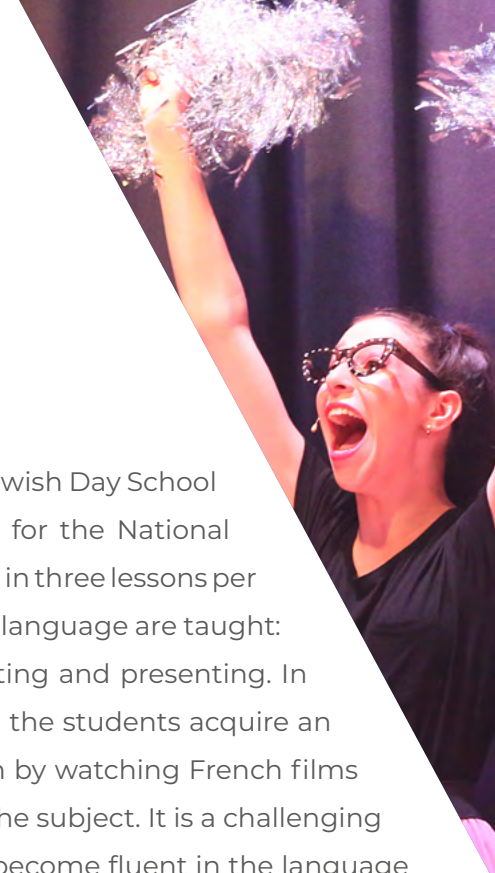
Dance Studies is offered at KDVP by private arrangement with our teacher, Ms Katia Pinheiro. Students are required to attend one lesson per week of approximately 2,5 hours at our Dance Studio on the Campus. Any student who is interested in taking Dance Studies must indicate clearly on their form and we will arrange for Ms Pinheiro to contact you regarding further details, including the cost. The syllabus for Dance Studies is extensive and includes both a practical and theoretical component. Both components will be taught in the weekly lessons.

Dance will be explored by a practical development of basic dance techniques and styles in solo and ensemble dance performance, as well as a large choreographic component which includes staging, lighting and costume design. There are 8 recognised dance forms approved by the IEB: Ballet, Ballroom, Contemporary, Tap, Indian Classical, Jazz, Spanish and Latin American. The African indigenous component is compulsory. In Grades 8 and 9 the practical component is combined with the theoretical course of study throughout the year. The theoretical components consisting of History, Anatomy and Music are there to encourage critical reflection and reconstruction of past and present dance contexts both locally and internationally.



FRENCH

King David Victory Park is currently the only Jewish Day School that provides French as one of the electives for the National Senior Certificate. Grade 8 students participate in three lessons per 7 day cycle where the following aspects of the language are taught: language, listening, reading and viewing, writing and presenting. In addition to the formal aspects of the syllabus, the students acquire an appreciation of French culture and civilization by watching French films as well as participating in outings relating to the subject. It is a challenging but rewarding option where all the students become fluent in the language by the end of matric.



THE *ARTS & CULTURE* MINOR ELECTIVES

Minor electives are offered in Drama, Art, and Music. These are short, modular courses which run for a semester. Students select two minors each year in Grade 8 and Grade 9. These courses are enrichment courses and not pre-requisite courses. Alternative Assessment techniques are used to measure competence in these courses and the content is relevant to the development of 21st Century skills. Examples of these courses include:

- 1 day in a seven-day cycle
- Skills and practical work
- 21st century thinking in the Arts
- No formal assessment
- Project/task-based assessment involving collaboration
- Semesterised (two per year)

DRAMA	MUSIC	ART
<ul style="list-style-type: none">• Lighting design• Costume design• Puppetry• Set design• Marketing and Publicity• Reality bytes - Covid-19 and the virtual online theatre phenomenon	<ul style="list-style-type: none">• Music, mood and psychology• Music genres and their influence around the world: jazz and blues, rock and roll, non-Western folk music, protest music (punk, hip-hop, reggae, SA urban)• What does the music of various cultures tell us about people?• Instruments in both the Western and Indigenous music traditions• How does music enhance the plot of a movie?	<ul style="list-style-type: none">• Graffiti/stencilling and street art• Digital photography,• Papier mache and found object sculpture• Puppet making• Clay and mosaic• Abstraction• Pop art sculpture



SUBJECT FOCUS DAYS AND ***PROJECT-BASED LEARNING*** ***(PBL)***

The fourth leg of our new curriculum forms one of the most important aspects of 21st Century Teaching and Learning. An entire timetable-free day is set aside in which all the students in the grade can grapple with a particular theme or topic. This is a multi-disciplinary exercise in which several subject departments work together to plan the day around a central theme.

Project-based learning involves posing a particular problem to the students and then giving them sufficient background content and skills to allow them to work in groups to come up with solutions to the problem. Typically, each team works on a particular concept which is brainstormed by the group, teased out in detail, and then presented to the rest of the grade for critical engagement and questioning.

The day is structured in a particular way to include lectures, workshops, groupwork activities, assessment opportunities and time for reflection. Each subject department can potentially assess the students during the day or else from a follow-up activity which may happen after the actual day. Some examples of our Subject Focus Days are:

Grade 8 Tu'Bishvat Activity – A collaboration between the Hebrew, Jewish Studies, Life Science and Geography Departments focusing on both the environment as well as lessons from the Torah and Hebrew vocabulary relevant to the festival of Tu'Bishvat.

Grade 9 Subject Choice – A multi-disciplinary look at different possible career paths including psychometric interest and ability testing designed at preparing the students for making their subject choices for Grade 10, Grade 11 and Grade 12.





LEARNING AND ACADEMIC SUPPORT IN *GRADES 8 AND 9*

Students can make use of educational support beyond the lessons taught in the classrooms offered later in the day. The teaching staff make themselves available at specific times and/or by prior arrangement with a student or group of students to go over and consolidate work which has been taught. Students are expected to come to the sessions and be prepared with specific problems or areas in which they are struggling. These sessions typically run in two different slots and are offered in two different formats. The early morning slot is offered during “holding room” i.e., from 7:40am to 8:30 am Monday to Friday.

Students can make use of the EdSupport opportunities which are offered at these times and avoid any clash with their sport or extra murals offered later in the day. The second slot is offered immediately after school on specific afternoons. These sessions may involve more than one student at a time. These afternoon slots may be offered by the teacher as a live event straight after school or an online session during the afternoon. Our Learning Support Department works more specifically with students who are mainstreaming for the first time from remedial primary schools.

Our School Counsellor heads up this team which includes an Educational Psychologist and a Speech & Language Therapist. Students who are in the Conversational Hebrew stream have two extra lessons of English Enrichment and two extra lessons of Mathematics Enrichment in a 7-day cycle, when the other students attend Hebrew.

This dynamic group of professionals work tirelessly to support the needs of all students with barriers to learning and this includes the preparation and submission of applications to the IEB for Accommodations which will assist the students to achieve the academic success that they deserve. This department works collaboratively with each of the academic departments to assist the students with assignments and preparation for tests and examinations. During the formal examination cycles (June and November) they will ensure that all Accommodations which have been approved and are in place are available to the students.





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