

# GRADE 9 - Trimester 3: FROM SCHOOL TO WORK

## SCOPE & SEQUENCE TEMPLATE AND PLANNING GUIDELINES

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |               |            |                 |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------|------------|-----------------|-------------|
| <b>ADEC FOCUS QUESTION:</b> How do I think about my future?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |               |            |                 |             |
| <b>Explore:</b> <ul style="list-style-type: none"> <li>What are my skills and interests?</li> <li>How do I make good choices?</li> <li>How do I prepare for the future?</li> </ul> <p><i>ALL class work and activities MUST relate to this theme. Even spelling, vocabulary and grammar work should be based around the "LOOKING BACK" theme. Grammar exercises are based on the language features of each text type and taught ONLY in the context of the text type and the theme.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                            |           |               |            |                 |             |
| <b>TEXT TYPES:</b> Discussion, Information, Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |               |            |                 |             |
| <p>See ADEC Text Type Scaffolds below – note the language features.</p> <ul style="list-style-type: none"> <li>Language features (grammar) <i>MUST</i> be taught in the context of the text type – not in isolation.</li> <li>While teaching students to write in each text type: <ul style="list-style-type: none"> <li>introduce each language feature in a logical way that aligns with the particular stage of the inquiry.</li> <li>ensure focus questions align with the text type being studied</li> <li>allow time &amp; opportunities for practice.</li> <li>differentiate task, outcome, levels of support according to student learning needs</li> </ul> </li> <li>Provide text type samples. Ask students to identify features – what do you notice about this type of writing compared to eg. Recount? <u>Then</u> teach them how to use the particular language feature in their own writing.</li> </ul> |           |               |            |                 |             |
| <b>Planning for Community Links &amp; Parent Involvement (KPI 4.1 and 4.2). Possibilities &amp; Suggestions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |               |            |                 |             |
| <ul style="list-style-type: none"> <li>Guest speakers: employees from a range of workplaces</li> <li>Excursions: various workplaces, universities, HCTs</li> <li>Community information: _____</li> <li>Parent Involvement: _____</li> <li>Authentic audiences : _____</li> </ul> <p><i>Ensure timing of these events ties in with the sequence of the thematic inquiry, to maximize learning opportunities.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |               |            |                 |             |
| <b>Project Planning Considerations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |               |            |                 |             |
| <ul style="list-style-type: none"> <li>Opportunities to demonstrate research, thinking, team work, self management, organization, reflective learning and participation skills need to be included in the project.</li> <li>Project needs to have an oral and a written component</li> <li>Project needs to be based around the ADEC thematic inquiry for Grade 7</li> <li>Include a cross-curricular link if possible. Include an authentic purpose &amp; audience where viable</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |           |               |            |                 |             |
| <b>Project possibilities &amp; suggestions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |               |            |                 |             |
| <p><b>Careers Fest:</b> students collaborate to create a day of guest speakers and information-sharing about career possibilities. OR</p> <p>Research a career and link its suitability to your personal qualities, strengths, interests. Explain why this would be the ideal career for you.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |               |            |                 |             |
| <b>UAE Heritage and Culture:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |               |            |                 |             |
| <p><i>Promote UAE heritage, culture and national identity at every opportunity.</i></p> <p><i>Use UAE-based resources, data, information whenever possible.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |               |            |                 |             |
| <b>ADEC Thematic Vocabulary:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |               |            |                 |             |
| career                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | decisions | choices       | experience | satisfaction    | opportunity |
| confidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |               |            |                 |             |
| academic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | technical | mentor        | apprentice | job application | inquire     |
| options                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |               |            |                 |             |
| search                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | select    | qualification | leadership | goals           | vocation    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |               |            |                 | training    |

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**G Psacharopoulos**



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