



Grade 7

Information booklet

Cambridge Lower Secondary Programme



Grade 6 - 8: Lower Secondary School

CURRICULUM GRADES 6-7-8	
Subject	# periods
English (1 st or 2 nd language)	6
German (1 st or 2 nd language)	5
Mathematics	5
French (foreign language)	4
Science	4
Social studies	4
Physical education (PE)	3
Visual arts	2
Information and communication technology (ICT)	2
Music	2
Personal, social and health education (PSHE)	2
Pastoral lesson OR assembly	1
TOTAL	40

Lower Secondary School consists of grade 6, grade 7 and grade 8. Lower secondary is a clearly distinct part of the secondary school with its own curriculum. All students follow the same curriculum and the subjects are all continuous three-year courses running from grade 6 to grade 8.

The lower secondary curriculum modelled on the British Key Stage 3 for students aged 11-14. For German, the curriculum is modelled on the Saxony state curriculum.

At the end of grade 8 we are entitled to make use of Checkpoint tests from the Cambridge Lower Secondary curriculum (which is equivalent to KS3) in English, Mathematics and Science.

Every class has a homeroom teacher whom they meet every day from 8.20 – 8.30 h. The homeroom teacher has one more “pastoral” period with the students and teaches the class typically one or two subjects. This means that the students are likely to see their homeroom teacher several times a day.

Students in the age range 11-14 are ready for more specialist subject instruction but they are also still very much in the process of developing their physical and social skills. The lower secondary timetable allows for this. The start of secondary school, for many students, is a turning point in starting to think about their relationships with others and about the way they feel about themselves. We want school to be a safe place for all students to explore their identity and to “become themselves”.

Timetable

Students follow a timetable of 40 x 45 minutes of instruction per week. The school day runs from 8.20 – 15.45 h.

08.20	08.30	09.15	10.00		11.05	11.50	12.35		14.15	15.00
–	–	–	–		–	–	–		–	–
08.30	09.15	10.00	10.45		11.50	12.35	13.20		15.00	15.45
Homeroom	P1	P1	P3	break	P4	P5	P6	lunch	P8	P9

Homework

Students have the same amount of homework in grade 7 as they did in grade 6.

In order to help students with their homework every student is issued with a Student Planner. Parents are asked to sign the planner every weekend. Teachers will use the planner to send messages home.

In order to spread the workload for students we use a homework timetable. Generally students would get three homework assignments per day, taking up to 30 minutes each to complete. The current homework timetable for grade 7 is as follows:

7SKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
25-30 min	French	PSHE	Math	English	Geography
per subject	Math	English	French	History	Science
	German/GSL	Art	Music	German/GSL	Math

In grade 7, as in grade 6, there is no specific end-of-year assessment. The regular timetable, with regular homework and up to 2 tests per day, runs until the end of the year without interruption. The final test of the year is a test like any other one and counts towards the second semester as a single test.

Grading scales in grade 6-8

The grading scale needs to reflect the wide range of ability that international schools need to cater for. The best students may score up to ten times as many points as the weakest students on any assessment.

In most subjects, the nature of the assessment is such that 100% attainment scores are extremely rare. The minimum passing percentage in most subjects is 50%.

The following grading scale is used by all subjects except the languages.

Grade	Percentage	Grade descriptor
A*	90	Excellent
A	80	Excellent
B	70	Very good
C	60	Good
D	50	Satisfactory
E	40	Mediocre
F	30	Poor
G	20	Very poor
U	0	Ungraded

The grading scales used by English:

grade	percentage
A*	95
A	85
B	70
C	55
D	40
E	25
F	10
G	5
U	0

The grading scale used by German and French:

grade	percentage
A*	97
A	93
A-	90
B+	87
B	84
B-	80
C+	77
C	74
C-	70
D+	67
D	64
D-	60
E+	57
E	54
E-	50
F	40
G	15
U	0

On the following pages we present current year overviews for grade 7.

English

Textbook title(s)

New Literacy Kit (Year 8), by Geoff Barton
Interactive Poetry (Section B), by David Kitchen
Grammar In Use by Raymond Murphy
Vocabulary In Use by Michael McCarthy & Felicity O'Dell
Our Day Out, by Willy Russell
The Demon Headmaster, by Gillian Cross
Of Mice and Men, by John Steinbeck
Twelfth Night, by William Shakespeare

ISBN number

0-19-832172-4
978-0-435761-81-3
Cambridge Univ. Press
Cambridge Univ. Press
0-435-23301-7
0-19-275374-6
0-14-118510-4
0-8120-3604-2

General introduction

Students will build on the language and skills they acquired in Grade 6 English. Grade 7 English focuses on the study and appreciation of language and literature. The curriculum is based on the Cambridge Lower Secondary Curriculum. Through literature study and independent reading, in class and at home, the aim is to encourage a love of reading and literature. Students are placed in Grade 8 English based on their academic achievement and potential in Grade 7 English.

Grade 7 overview

Language lessons involve reading comprehension and directed writing tasks, regular grammar and vocabulary tasks, and creative writing. Emphasis is placed on the writing process, so that students learn how to plan, draft, redraft and proofread. Literature lessons, involve studying the literary genres: drama, poetry and prose. Students will read and create a range of text-types: informative, explanatory, descriptive, persuasive, analytical, imaginative, explorative, entertaining and literary. One period per week is dedicated to independent reading.

Language: *New Literacy Kit, Year 8*

Literature: (sequence of teaching may vary)

Poetry: *Interactive Poetry (Section B)*

Drama: *Our Day Out, Twelfth Night*

Prose: *The Demon Headmaster, Of Mice and Men*

Assessment

Students will be assessed on endeavour and attainment. Assessment of Attainment is criteria-based. This allows students to more fully understand their strengths and weaknesses, and to work towards achieving their goals in written and oral tasks. Assessment is weighted: Language 75%, Literature 25%.

Evaluation and Assessment Strategies:

Written Assignments

Oral Presentations (group and individual)

Homework

Participation

Tests/Quizzes

English as a Second Language (ESL)

Textbook title(s) or Series

New Literacy Kit Year 8
Azar Grammar Series
Grammar In Use
Vocabulary In Use
Headway Series

ISBN number

Longman
Cambridge Univ. Press

General introduction

The aim is to build up students' proficiency in all areas: speaking, writing, listening, and reading. Students receive a course of instruction that is both language-based (focusing on proficiency in English) and content-based (paralleling the topics taught in other subjects). The course encourages high beginner and intermediate students to develop *confidence* and a *range of expression* in English; to build up *knowledge* of the language; and to gain the linguistic *skills* necessary to succeed.

Grade 7 Overview

Language Focus: ESL lessons involve vocabulary and grammar practice, oral work, and reading/writing tasks. Emphasis is placed on *word* and *sentence* level language acquisition, particularly the English tense system and the passive voice. Building on the academic vocabulary introduced in Grade 6 ESL, students will continue to learn how to express themselves precisely and accurately. They will also work on developing good sentence structure. Additionally, students will receive explicit instruction in a range of *text types* (genres) such as explanatory, descriptive and narrative texts, persuasive and analytical pieces, drama, and creative writing. Students use the writing process to plan, draft, redraft and proofread their writing. To develop an appreciation of literature, students will explore a class novel, and read and analyse poetry.

Content Focus: Examples of parallel content teaching in Grade 7 ESL include work related to The Crusades and the Age of Exploration (History), the Water Cycle and Migration (Geography), and the Rock Cycle (Science).

The teaching sequence of content topics and the language focus will be tailored to meet student needs each year.

Assessment

Students are assessed on attainment and endeavour. The aim is to develop students' sense of positive progression as they acquire the language of English, and to pinpoint their strengths and areas for development. Assessment will focus on language development and response to literature.

Evaluation and Assessment Strategies:

Initial placement test	Diagnostic reading and grammar screenings
Written assignments	Oral presentations (group and individual)
Quizzes	Participation
Formal written exams	Reading comprehension tests

German First Language

Textbook title(s)

Praxis Sprache 7 – Sprechen-Schreiben-Lesen, Textbuch
Praxis Sprache 7 – Sprechen-Schreiben-Lesen, Arbeitsheft

ISBN number

978-3-14-120687-6
978-3-14-121287-2

General introduction

German First Language means German tuition according to the standards of Gymnasium und Ganztagschulen, following mainly the Saxonian Lehrplan and using textbooks acknowledged by the Kultusministerium in Dresden. Students who follow this class are fluent speakers but they are not necessarily of German nationality. In grade 7 we focus on Intensification of known text types, and known grammar concepts; introduction of summaries, argumentative writing, descriptive and narrative text genres.

Grade 7 overview

Topics in literature:

Fables and ballads

Factual issues:

Being a V.I.P. –casting shows
Being young under the swastika (film analysis)
Being a stranger, the 'other' in literature

Readers:

L.Ossowski, *Stern ohne Himmel*
R.Schami, *Eine Hand voller Sterne*
G.Keller, *Kleider machen Leute*

Project:

Advertisement – participation in the competition ‚be küssed‘ (www.be-kuessed.de)

Working with texts:

Understand non-fictional texts and use their information
Describe objects, places and processes
Contrast texts: descriptive and narrative
Discuss and argue
Read, read out and retell stories
Personal, official letters and letters to the Editor
Summaries

Argumentative writing

Reflexion on language:

Revision of the known tenses, introduction of 'Plusquamperfekt'
Revision of declination, adjectives, active and passive voice, use of prepositions
Groups of words and parts of sentence
Compound clauses
Spelling
Words: nominalizations, word families, synonyms /antonyms, word formation
Concrete poetry

Assessment

approx 3 big tests per semester
unit quizzes(contents, spelling, grammar)
active participation, presentations, reading aloud ,
bigger homework

German as a Foreign Language

Textbook title(s)

Pingpong

Wir

Supplemented by various texts and visual media.

ISBN number

General introduction

German as a Foreign Language is course that addresses all four language skills: reading, writing, listening and speaking.

The aim of the course is to develop and built on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form in an appropriate range of societal contexts — work, home, leisure, education and training. The course also aims for skills such as intercultural understanding and to encourage positive attitudes towards language learning and towards speakers of foreign languages.

The aims of the course are to

- enable the student to use the language effectively as a means of practical communication in speech and in writing within a range of contexts,
- develop the ability to understand and respond to the language demands in transactional and social contacts,
- provide the students with a sound linguistic base necessary for further study, work and leisure,
- offer some insight into the nature of language,
- develop an appreciation of German literature.

Grade 7 overview

The student will be integrated in the course depending on his/ her language level in dependence on the Common European Framework of Reference.

The overall themes are:

Area A: Everyday activities

Home life and school: Daily routine;

Food, health and fitness: Eating and drinking, Health and fitness, Sports, Hobbies;

Area B: Personal and social life

Self, family and personal relationships: Self, family, pets, personal relationships, Wishes and dreams, House and home, Leisure, Entertainments, Invitations, Eating out;

Holidays and special occasions: Festivals and special occasions, Holidays, Getting around, Accommodation;

Area C: The world around us

Home town and local area: Home town and geographical surroundings, Shopping, Public services, Conflicts and solutions;
Natural and made environment: Natural environment, Weather, Finding the way;
People, places and customs: Meeting people, Places and customs, Travel and transport;

Area D: The world of work

Continuing education: Further education and training;
Careers and employment: Future career plans, Employment;
Language and communication in the work place: Communication, Language at work;

Area E: The international world

Tourism at home and abroad: Holiday travel and transport, Geographical surroundings, Weather;
Life in other countries and communities: Places and customs, Food and drink, Meeting people;
World events and issues: Issues according to available resources and individual interest, Media world and technology;

Assessment

As German is the language of their environment, students tend to become fairly confident in speaking but in order to establish the correct writing skills and ensure a solid knowledge of grammatical structures and rules, it is necessary to have regular assessment.

This can have the form of a variety of vocabulary tests or grammar exercises – announced in advance or not – or written assignments done at home which are marked.

Presentations, research work, Reading diary, oral contributions in class as well as the quantity, quality and care of written work are part of the continued assessment.

Mathematics

Textbook title(s)
ST (P) MATHEMATICS 2A

ISBN number
0-7487-0542-2

General introduction

The scope and sequence of the Middle School Mathematics curriculum is almost identical to the Cambridge Lower Secondary programme. This ensures that our students are fully prepared for the IGCSE programme which follows in Grades 9 and 10.

Grade 7 overview

FIRST SEMESTER

ARITHMETIC	Working with numbers
PROBABILITY	
GEOMETRY	Revision of angle and triangle facts Constructions Scale drawings Reflections Rotations Vectors
ALGEBRA	Equations and formula Co-ordinates Straight line graphs

SECOND SEMESTER

ARITHMETIC	Ratio Percentages Percentage increase and decrease Travel graphs
GEOMETRY	Area of geometric figures Area and circumference of circles Enlargements Similar figures
STATISTICS	Averages Scatter graphs and correlation
Trigonometry	Sine, cosine and tan of an angle Pythagoras

Assessment

Worksheets and tests are given on each section. *** More information please ***

French

Textbook title(s)

Tricolore 2

Encore Tricolore 2: Grammar in action

ISBN number

0-17-440322-4

0-7487-9499-9

General introduction

French is taught four lessons per week as a foreign language. It continues at the CEFR level A1, working towards A2.

The aim is to allow our students to get the necessary vocabulary and grammar, as well as a good pronunciation of French to express themselves orally and in writing, to understand spoken and written French. We also expose students to French culture (art, literature, history, geography, French-speaking countries, etc...) to make them curious, to wake in themselves one more interest for other cultures and in this way to encourage comprehension and tolerance for the Other.

French in grade 7 is taught to all students. New students arriving in grade 7 with no background in French are given extra support, if possible including help from more experienced French speaking students, in order to catch up with the rest of the class over the course of the year. Experience has shown that this is possible. Only in exceptional cases may exemption from French be granted.

Grade 7 overview

Curriculum diary for the first semester; Unit 1 to 4

Unit 1: En ville

- *Identify some French shops and what they sell
- *Talk about numbers, money and prices
- *Say there isn't any of something, using *ne...pas*
- * Say there isn't anymore of something using *ne...plus*

Unit 2: On fait des projets

- * Talk about different countries
- * Talk about different means of transport
- *Describe a town or region and say what you can do there
- * Ask permission to do something
- *Use prepositions with towns and countries

Unit 3: Au collège

- * Describe your school day
- * Talk about morning and evening routines
- * Give opinions about school subjects and aspects of school life
- * Say what you want and don't want to do

Unit 4: En famille

- *Introduce people
- *Talk about what you have done recently

- *Talk about presents and souvenirs
- *Use the perfect tense of regular verbs

Curriculum diary for the second semester: Unit 5 to 8

Unit 5: Bon appétit

- *Buy drinks and snack in a café
- *Discuss what you like to eat and drink
- *Order a meal in a restaurant
- *Use the perfect tense of some irregular verbs

Unit 6: En voyage

- *Talk about travel plans
- *Say what must or should not be done
- *Use some more adjectives

Unit 7: Ca va?

- *Discuss clothes and what to wear
- * Describe people's appearance
- *Talk about part of the body
- *Say how you feel and describe what hurts

Unit 8: Rendez-vous

- * Ask someone to go out
- *Accept or refuse invitations
- *Arrange to meet and buy tickets
- *Discuss leisure activities
- *Talk about some things you have done
- *Revise and practise the perfect tense

Assessment

As French is taught as the second or third language during four lessons per week and our students have few or no possibilities to communicate in French outside these periods, it is necessary and very important to establish regular assessment of the learned knowledge. It is a reason why a test is given after each unit seen in class. Those tests cover the four following components: Speaking, Reading, Listening and Writing. We also have mini-quiz (vocabulary or grammar tests) throughout the year. Weights: tests 80%, mini-quizzes 20%.

Science

Textbook title(s)

Framework 8

ISBN number

0-19-914896-1

General introduction

Science is a subject that combines biology, chemistry and physics, plus some earth science and some astronomy.

It is increasingly important that pupils understand how scientific theories are developed, tested, and often replaced by a theory which is judged by scientists to be a more accurate explanation. Framework Science ensures that there are many opportunities throughout the scheme of work for pupils to learn how scientists have developed theories and challenged the theories of others.

Grades 6-8 cover the Cambridge Lower Secondary curriculum for Science, enriched with some further topics that are not on the CLS syllabus (such as astronomy).

Every year we try to have at least

- one project
- one planned practical investigation
- one unit with an ICT focus

Every unit has at least one student task with an explicit language focus.

Grade 7 overview

Biology	Chemistry	Physics
Food and Digestion	Atoms and elements	Heating and Cooling
Respiration	Compounds and mixtures	Magnets and electromagnets
Microbes and Disease	Project: Rocks (learning about geology, minerals, chemical properties, weathering, the rock cycle, but also building materials used around us)	Light (including the eye)
Ecological relationships		Sound and Hearing

Assessment

There is a test at the end of each unit. These tests will count for 60% of the achievement grade. The other 40% of the achievement grade is determined by homework, quizzes and lab work.

Social Studies

Textbook title(s)	ISBN number
<u>Oxford Geography Programme 1,2 and 3</u>	9780199113496/ 0199134502/ 9780199134518
<u>Oxford International Students Atlas</u>	197819832579
<u>Oxford International Student Atlas Skills workbook</u>	978019832579
<u>Islamic Empires</u>	0340812001
<u>Great Explorers</u>	9781845074647
<u>The Impact of Empire</u>	9780719585616

General introduction

Social Studies includes four periods a week, two of which are dedicated to History and two to Geography. The disciplines are taught separately but contain an extensive degree of cross over. Our aims are to stimulate an interest in both subject areas and teach students the relevant skills required. A wide variety of global political, economic and religious periods and communities are studied in order to give students a broad understanding of international historical and geographical issues.

Grade 7 overview

Semester 1 GEOGRAPHY

Skills- Graphs, charts, topographical maps

Rivers

Climate and Weather (cross curricular link with Science)

Population and Migration

Semester 1 HISTORY:

Skills : Sources and Reliability, Fact, Bias and Opinion.

The Islamic World /Empire 600- 1096

The Crusades : Cultures in Conflict 1096-1550

Semester 2 GEOGRAPHY:

Our Multicultural World

Tourism

Semester 2 HISTORY:

The Islamic World (continued from semester 1)

The European Discovery of the New World 1450-1600

Assessment

Students are assessed using a variety of techniques from class participation and discussion, oral presentations, short response questions and extended writing, source work analysis, project work, posters and model making. Student's work is assessed throughout the two semesters with end of unit tests for each unit studied. The combination of attainment for History and Geography is combined into a Social Studies grade.

Physical Education

General introduction

The development of physical skills and self confidence is important for the 11-14 year old age range. In lower secondary, all students will receive one double and one single period of Physical Education per week, slightly more than higher up the school.

As a coeducational school we believe in the value of teaching boys and girls together and this includes physical education. However, we are aware of research that says that it might occasionally be better for the boys and the girls to receive separate instruction. Boys and girls are usually taught together but when it seems more appropriate to teach the boys and girls separately for particular units, we do so.

Physical Education will focus on increasing the students' knowledge and understanding of the principles behind good health and physical fitness, and with participating in a range of physical activities. These have all been designed to satisfy the needs, interests and abilities of individual children. As such it will develop a wide range of physical, learning, personal and social skills.

Grade 6 overview

Athletics	Frisbee
Badminton	Gymnastics
Basketball	Hockey
Boxercise / Kickboxercise	Strike & Field
Dance	Tag Rugby
Fitness (Health Related Exercise)	Volleyball
Football	

Assessment

The student's individual progress is carefully monitored and an attainment level is made following the different modules of work. They will be assessed in the following:

- Effort and Enthusiasm
- Knowledge and Understanding
- Skills Development
- Sportsmanship / Co - operation

The overall attainment grade is produced by continual assessment of the pupils using practical, verbal and visual tasks throughout each module and a final end of unit task. All assessments will be based on teacher, self and peer evaluation / assessments.

Visual Arts

Textbook title(s)
Art Matters 11-14

ISBN number
0-435-81204-1

General introduction

The aim of much of the work in Grade 7 is to build on many of the skills gained in Grade 6 by revisiting basic techniques and knowledge in a different guise, while aiming to produce artwork of greater creative diversity. The work in Grade 7 is structured in fewer separate sections; instead, it grows from a simple start so that a collection of related pieces takes shape. There is also more opportunity for individual and imaginative interpretation. In accordance with the assessment objectives of the IGCSE course in Art and Design, an emphasis will be made on “Interpretative And Creative Response.”

Pupils receive one double lesson per week of Art.

By the end of Grade 7, pupils should be able to:

- Express ideas visually
- Respond in an individual and personal way
- Demonstrate quality of idea as seen by interpretation rather than literal description of a theme
- Make informed aesthetic judgments

Grade 7 overview

Each semester pupils will work on approximately two main projects. Each will be explored with a series of exercises that will lead to the creation of at least one a main piece. The following topics and subtopics will be covered over the two semesters:

First Semester

Knots and Ropes

Tone and shading

Patterns of knots

Celtic and Islamic knot designs

Cardboard construction

Relief printmaking

Flight

Ways of showing motion

Wash and ink

Animal studies

Papier-mâché of flying animal

Second Semester

Reflections

M.C. Escher

Drawing reflective objects

Explore different mark-making materials

Fruit Cross-sections

Abstract color & patterns

Georgia O’Keeffe

Piet Mondrian

Scale

Viewpoints (Time Permitting)

One- and Two-point perspective

Emotion/ Dramatics

Giorgio de Chirico

Assessment

Weekly sketchbook assignments / quizzes: 50%

Final Projects / tests: 50%

Information and Communication Technology (ICT)

Textbook title(s)

Framework Solutions (Nelson Thornes)

ISBN number

0748780874

General introduction

The curriculum follows Key Stage 3 (KS3) of the National Curriculum in the UK.

Grade 7 overview

One half of the year is dedicated to mainstream ICT and one half is dedicated to control and modelling. Various aspects of theory relating to the practical lessons are covered during the two terms and pupils produce a project related to the Internet.

Topics:

- Spreadsheets – Models and presenting numeric data.
- Pivot (Control using stick figure animation)
- Web Page Design and Photostory of choice.
- Information – Reliability and bias, searching using simple and Boolean searches.
- Integrating applications project – combining all skills learnt this year.

Assessment

This is a skills-based course. There are no theory tests for ICT in grades 6-8 but students do get graded on the work they produce in class. There is no regular homework for ICT in grades 6-8 apart from the time students might need to catch up on their project work.

Music

Textbook title(s)

Opus 2

ISBN number

978-0-435812-08-9

General introduction

Music is offered two periods every week and aims to familiarize students with different forms of music as well as with musical notation and basic theory.

Grade 7 overview

1. Reggae

Tim Cain's GCSE book: "Bob Marley"

2. Making Connections

Rhythms of Africa

Pentatonic improvisation (pentatonic scale)

Indian classical music- The Raga

Edvard Grieg: "Peer Gynt"

3. Going solo

Classic (Beethoven's piano concerto), Jazz (Miles Davies) Rock (AC/DC) and Gospel (Michelle Williams)

4. Jazz improvisation

Duke Ellington

Identifying Jazz techniques and improvisation

Scat singing (Ella Fitzgerald)

5. Night music

Mussorgsky ("Night on Bald Mountain") Chopin ("Nocturne no.10 E minor)

Lullabies ("All Through the Night", "Summertime").

6. Film music

Doctor Zhivago

Troy

The Last Samurai

Hedwig's Theme (Harry Potter "The Prisoner of Azkaban")

A project with singing and dramatic improvisation

Assessment

The students have 8 to 10 homework assignments per semester about the topics. The students participate in activities that develop musicianship: singing, playing non-pitch percussion instruments and compose short pieces related to topics in the book. The students have two tests each semester.

Personal, Social and Health Education (PSHE)

Textbook title(s)

Personal and Social Education

ISBN number

0748730761

General introduction

PSHE, or personal, social and health education, is taught for two lessons per week. The objective is to give students the opportunity to explore issues surrounding these three key areas in their development. Through group discussion and targeted exercises the students will follow a programme designed to prepare them for life in a multi-cultural society. The aims of the course include: developing mutual respect and support of others; raising awareness of the environment; taking responsibility for their behaviour and education; learning to assess and develop their potential.

PSHE is the signature subject of lower secondary, since it is only offered there. We offer PSHE in order to provide students with a necessary platform to discuss, think and learn about their identity, their relationships with others and their health. Citizenship themes are added in order to help students explore ways to contribute to their community and participate in society.

Grade 6, 7 and 8 deal with the same themes, but these are adapted to the development level of the students.

Some ESL students (the ones at beginner level English) receive additional English support during PSHE and Citizenship.

Grade 7 overview

Personal Management (social skills, group work, visitor preparation, listening to others)

Social awareness (fundraising, similarities and differences between individuals, care of the environment)

Health and Safety (healthy diet, smoking, exercise, self-protection)

Assessment

There is no assessment.