



YEAR 8 2020 CURRICULUM

Although the structure of the core curriculum is similar, new challenges await Year 8 students. Building upon the foundations laid in Year 7, delivery of the curriculum acknowledges that there are many different ways in which students learn effectively. Emphasis is placed upon challenging and teaching students to become critical thinkers.

In Year 8, our teachers ensure that the curriculum and the manner of its delivery, acknowledge, encourage and value all expectations, strengths and preferences. Regular meetings of the Year 8 Wellbeing Leader with the teachers of English, Mathematics, Humanities and Science enable the team to respond quickly and appropriately to the needs of individuals and the group.

The Year 8 Program is designed to develop initiative, self-confidence and positive relationships. Early in the year, all students take part in an environmental expedition to Cairns. There, they investigate and gather information in a variety of formats which becomes the basis of activities in Humanities, Science and English classes.

Year 8 students will participate in the Alpine Program, introducing them to a new environment and different activities. We continue to increase the level of challenge and expectation of the students to take ownership of their safety and learning. This program promotes teamwork, leadership and confidence.

Year 8 Curriculum

DESIGN AND TECHNOLOGY

ENGLISH

ENGLISH LANGUAGE STUDIES*

ENGLISH AS AN ADDITIONAL LANGUAGE*

HUMANITIES

MATHEMATICS

SCIENCE

LANGUAGES

Two languages continued from Year 7

CHINESE

FRENCH

GERMAN

DRAMA

MUSIC

VISUAL ARTS

FOOD STUDIES

OUTDOOR EDUCATION

PERSONAL DEVELOPMENT

PHYSICAL EDUCATION

RELIGIOUS EDUCATION

* By recommendation of the Department for Individual Learning

Core Curriculum

DESIGN AND TECHNOLOGY

New in 2020, Design and Technology is a year long subject that will enable students to develop appropriate 21st century skill in the learning area of Digital Technologies.

AREAS OF STUDY

Students will use common, simple classroom electronics (e.g. the BBC Micro:bit) to simulate networks in real life. They will use develop and understanding of methods of connection (LAN/WAN) and how the internet is related to these connections with the introduction of network protocols.

Collecting data with the advanced features (temperature, light, sound sensors) of the Micro:bit and then using basic features (sorting, filtering, formatting and graphing) of Excel to demonstrate the concepts of abstraction – data collection, representation and interpretation. Students will share and store relevant data that they have collected in a collaborative cloud space, using specific rules and procedures that they all will be required to follow.

Students will be working with a client to develop an ideal pet using the Micro:bit and specific design skills. The student will use analysis techniques to interview and then research ideas for their client. They will sketch multiple designs and choose an appropriate one to develop, using the MakeCode web applications and then once developed, students will sit down with their clients and evaluate the final “pet”.

ASSESSMENT

Students will be assessed across the year through classwork, observation and real-world project-based tasks that will require the application and knowledge and the skills developed throughout the year.

Assessment topics include:

- Micro:Pet prototype
- Morse code and networking using the Micro:bit
- Data collection and analysis using the Micro:bit
- 3D design and development for the Micro:bit

ENGLISH

The English curriculum at Year 8 is responsive to the objectives of the Victorian Curriculum for this level and is built around the three interrelated strands of Language, Literacy and Literature. Together the strands focus upon developing students’ knowledge, understanding and skills in speaking, listening, reading, viewing, writing and creating.

AREAS OF STUDY

Guided reading involves active engagement with a range of spoken, written and multimodal texts requiring students to interpret key information, concepts and issues and evaluate the choices made by the author. Students are required to synthesise key ideas and views and explore the supporting evidence. They compare and describe text structures and language features, explaining how these are influenced by context, purpose and audience.

Students create a variety of texts to explore significant ideas, report events, express opinions and respond to others’ views. They select elements from different literary genres to create informative, imaginative and persuasive texts. Students are taught to use language appropriate to particular purposes or contexts and to reflect upon the choices they make in writing various texts. Writing is taught as a process that requires careful editing and revision until language is fluent and correct and the author’s intention is clear.

Students interact with other students in a variety of contexts and are required to deliver formal presentations to report researched information, share opinions and evaluate different perspectives.

ASSESSMENT

Is based upon students’ performance in designated common tasks and a variety of other tasks.

ENGLISH LANGUAGE STUDIES

By recommendation of the Department for Individual Learning.

For some students who have specific learning needs the subject English Language Studies provides extra support. Students identified as being in need of support will be assessed and the appropriate recommendations made. The students deemed eligible to participate in this program choose only one LOTE subject and English Language Studies (ELS) which then takes the place of LOTE.

AREAS OF STUDY

The ELS program caters as much as possible for the individual learning styles of the participants by teaching the students a range of appropriate learning strategies and enhancing their skills and self esteem so that they are more able to participate in mainstream class discussions and activities.

ENGLISH AS AN ADDITIONAL LANGUAGE

By recommendation of the Department for Individual Learning.

Students whose first language is not English will participate in EAL classes in lieu of a LOTE class. Students are deemed eligible for EAL based on the number of years of English study and the needs of individual students.

English as an Additional Language classes provide the opportunity for students to improve their general language proficiency of our shared cultural contact and thus develop the skills and confidence to participate in mainstream classes. The small classes provide students with a supportive environment where they can feel secure in asking questions and actively using language.

AREAS OF STUDY

Students are involved in language activities that expand vocabulary, enhance listening and reading comprehension, improve grammatical accuracy, and develop better understanding of tasks and academic expectations of our school. Time is also allocated to support the content and texts studied in mainstream subject areas as well as developing cultural literacy about living in Australia.

MATHEMATICS

Year 8 Mathematics follows The Victorian Curriculum: Mathematics. This provides students with the essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal and social life providing the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Victorian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is to be taught and learnt. These strands are: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiency strands describe how the content is explored and developed, that is, the thinking and doing of mathematics. These strands are: Understanding, Fluency, Problem Solving and Reasoning.

Classes are structured to enable every student to work at a level and a pace which is suited to her ability. Extension is provided and support is given to those students requiring additional assistance.

Critical thinking is developed by teaching students a range of strategies and mathematical skills which enables them to solve unfamiliar problems. Students may be encouraged to participate in a variety of mathematical activities, to support this and other facets of Mathematics.

AREAS OF STUDY

Number and Algebra

- number and place value
- real numbers
- money and financial mathematics
- patterns and algebra
- linear and non-linear relationships

Measurement and Geometry

- using units of measurement
- geometric reasoning

Statistics and Probability

- chance

Laptops and calculators are used as tools in order to broaden the experience of the students and to enhance their skills in mathematical modelling.

ASSESSMENT

Student performance is assessed against the Achievement Standards of the Victorian Curriculum.

This is completed for each topic area within the content strands and also globally at the end of each semester.

The assessment will be made by analysing general class work and the level of achievement on a task (or tasks) which will be designed to allow students to demonstrate one or more of the proficiency strands. The task (or tasks) may be in the form of a topic test, application task, assignment, rich task, learning journal, personal learning pathway or collaborative work.

SCIENCE

In Year 8, students gain a greater understanding of the nature of Science. Their skills in taking measurements are developed and they are given more opportunities to design their own experiments. They are introduced to cells as microscopic structures and the organisation of body systems in terms of flows of matter between interdependent organs. They explore changes in matter at a particle level and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems. Whilst developing their Science Inquiry Skills, students identify questions and problems to be investigated scientifically and make predictions based on scientific knowledge. They work collaboratively to plan and conduct investigations. They construct and use a range of representations for data, analyse patterns or relationships, draw conclusions and identify improvements for their scientific investigations.

AREAS OF STUDY

- Working with scientific data
- Cells
- Living systems
- Using energy
- Physical and chemical change
- Elements, compounds and mixtures

Students undertake independent research and are encouraged to analyse resources and their own observations critically.

Students are given the opportunity to enter the Science Talent Search after completing a project relating to the relevant theme for the year. All students are invited to participate in a selection of national science competitions.

ASSESSMENT

May include written and practical tests, practical investigations, analysis tasks, research assignments and experimental investigations.

HUMANITIES (HISTORY/GEOGRAPHY/ CIVICS AND CITIZENSHIP)

In the subject Humanities, over the course of the year students will study History, Geography and Civics and Citizenship. The Humanities course is framed around the Victorian Curriculum.

AREAS OF STUDY

1. History

In History students build on the knowledge and skill base introduced in the Year 7 course: in this sense the sequential nature of skill acquisition is encouraged. The Year 8 curriculum involves historical study from the end of the ancient period to the beginning of the modern period (c.650 CE - c.1750). This was when major civilisations around the world came into contact with each other and when the modern world began to take shape. There are several areas of key knowledge that are covered, including the Vikings, Medieval Europe and the Renaissance. Students will also continue to build on the key skills developed in Year 7 such as chronological understanding, using historical sources as evidence and historical concepts such as causation and change and continuity.

ASSESSMENT is based on a range of tasks such as essay writing, primary and secondary source analysis and historical inquiry.

2. Geography

The Geography course is organised into two strands:

- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills

The strands are related with knowledge of processes being acquired through collection and analysis of data.

There are two units of study: The first unit focuses on the processes that shape individual landforms. The local environment provides the opportunity for fieldwork and the collection and analysis of data relating to coastal processes. The second unit is concerned with the study of where people live and the challenge of planning Australia's urban settlements.

ASSESSMENT is based upon written exercises, activities based on digital technologies, individual and group activities, fieldwork reports, tests and class participation.

3. Civics and Citizenship

This unit in Civics and Citizenship emphasises investigating contemporary issues and developing points of views that encourage and enable students to participate in, and contribute to Australian society as active and informed citizens. In Year 8, students will investigate Australian values and identity, including Indigenous perspectives on national identity, with a particular focus on the 'Change the Date' debate. They will also focus on Government and Democracy through learning about Australia's political system and the different ways in which political change can be achieved. Students will research a political issue that interests them and explore different methods to achieve change in their chosen field.

ASSESSMENT

Is based on a range of tasks ranging from extended writing to independent research.

LANGUAGES

In Year 8, all students will continue their study of two languages

FRENCH

The course at Year 8 continues to develop students' skills of listening, speaking, reading and writing in French. It also aims to contribute to the students' understanding of the nature and functions of language as a tool for communication and to enhance their awareness and appreciation of French culture and civilisation other than their own.

AREAS OF STUDY

Topics dealt with include:

- sport and other leisure activities
- telling the time
- daily routine
- school subjects
- food and drink

Activities include songs, vocabulary, games, role play and students participate in the annual Alliance Française poetry recitation competition. Students will continue to discover aspects of French culture and lifestyle through their language study and through cultural activities.

ASSESSMENT

Is based on a variety of oral, aural, reading and writing tasks. Students will complete a portfolio which will be assessed against the Year 8 Victorian Curriculum Achievement Standards.

GERMAN

In Year 8 German students will continue to develop basic communicative skills but also develop a greater awareness of grammatical rules within a thematic context. German culture with its traditional festivals including Christmas and birthday customs will be explored.

AREAS OF STUDY

Topics dealt with include:

- food
- dates and birthdays
- school
- pets
- weather
- holidays
- expressing preferences

The four language skills are practised in a variety of ways using appropriate applications. Students gain an insight into German companies, products, music and contemporary life. Whenever possible, the German assistant may support the girls.

All girls may learn a poem and have the opportunity to try out for the AGTV German Poetry Competition. A cultural incursion supports the course.

ASSESSMENT

Is based on a variety of oral, aural, reading and writing tasks. Students will complete a portfolio which will be assessed against the Year 8 Victorian Curriculum Achievement Standards.

CHINESE

All learners will benefit from having access to Chinese language and as a consequence, access to Chinese cultures and perspectives.

Students will continue to develop their listening, speaking, reading and writing skills begun from during study at Year 7.

An introduction to Chinese culture will be integrated into language teaching.

AREAS OF STUDY

Everyday topics including:

- school
- date and time
- weather
- occupation

will be introduced.

ASSESSMENT

Is based on a variety of oral, aural, reading and writing tasks. Students will complete a portfolio which will be assessed against the Year 8 Victorian Curriculum Achievement Standards.

Year 8 Languages Events

Students will be able to participate in the Languages Week in Term 1, as well as other interesting cultural activities throughout the year.

DRAMA

Drama in Year 8 runs for 2 semesters. It offers an extension of the skills developed in Year 7, particularly the development of their understanding of artistic and creative processes.

Through exploratory and collaborative work, students develop a sense of inquiry and empathy by responding to and exploring a diverse range of dramatic experiences.

Drama is the enactment of real and imagined events through the exploration of roles and situations. It enables students, both as individuals and as part of a group to share, develop and present ideas and feelings along with their evolving awareness of the potential they have to impact on their peers and their audience.

AREAS OF STUDY

Telling Stories through:

- Choreography and Dance
- Group-Devised plays & performances
- Theatresports & Improvisation
- Stagecraft – Costume & Makeup Design
- Shakespearean Shenanigans
- Observation, Evaluation & Analysis

ASSESSMENT

With emphasis on the practical, the following areas will be assessed throughout the year:

- Collaborative skill development – listening, sharing ideas, responding to peers
- Dramatic skill development – building awareness of vocal and physical communication
- Analytical skill development – both verbal & written
- Creativity – through design & performance – brainstorming, offering ideas of their own, or in response to ideas from others, willingness to explore on the floor, building an understanding of the need to be open and flexible when devising work together, finding ways to respond imaginatively and originally

MUSIC

The Music curriculum focuses on musicianship, composition, and performance, and aims to broaden and enrich students' music experience, to assist students to develop personal awareness of the expressive qualities of music, and to encourage a life-long engagement with music. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way.

Students build on the skills developed in Year 7, composing, notating and performing their own music as well as simple music from scores. Students develop competency in reading and writing music, developing an understanding of basic musical structures and textures. In addition they develop skills in technology, using Sibelius and GarageBand to realise their creative ideas.

Semester one has a focus on the music of Oceania and Asia, providing the students with an opportunity to explore culturally diverse music. Semester Two focuses on popular music, song writing and composition.

AREAS OF STUDY

- Music Language including theory and aural skills
- Composing and performing
- Listening and Analysis
- Music Technology

ASSESSMENT

Is based on a variety of tasks with a focus on creative work: composition and performance; as well as listening.

VISUAL ARTS

This course aims to:

- enable students to develop confidence to express themselves visually
- explore a range of media
- increase students' awareness of art and its place within our environment
- develop students' awareness of other cultures and the role art plays within those cultures

The course consists of two parts, Painting, Printmaking and Drawing for one semester and 3 Dimensional Art for the second semester.

AREAS OF STUDY

1. Painting, Drawing & Printmaking

Students will explore a range of painting, printmaking and drawing media. They will use a range of media to develop solutions for finished artworks.

2. 3D Art

Students will learn to construct 3 dimensional forms in exploring functional forms and sculpture. The course aims to:

- introduce students to a range of sculptural construction techniques
- introduce students to the appreciation of three dimensional art forms

In both units, students will be inspired by the work of other artists and use their visual diaries to record commentaries, ideas, progress, technical details and a glossary of terms.

ASSESSMENT

Is based on both practical and theoretical components.

OUTDOOR EDUCATION

Year 8 students will complete a week of cross country skiing, snow shoeing and an overnight snow camping adventure which will be a major highlight and challenge.

The program will be conducted at Falls Creek in the Victorian Alps. We will be based out of a specialist Outdoor Education centre, YMCA Howman's Gap Alpine Centre. All ski lessons will be conducted by qualified instructors from Falls Creek Nordic Centre and Howman's Gap.

We believe this program will allow students to build upon skills learned during the Year 7 Discovery Programs, continue to grow their confidence and promote a connection and appreciation for the natural world, in particular the winter alpine environment. This relatively new and engaging program is designed to promote a sense of adventure and challenge. We expect the students will further develop a greater level of responsibility and begin to realise their true potential. It will help lay the foundations for future expeditions.

There is no additional cost for this compulsory program. The overnight snow camping adventure meets the requirements for the Exploration section of the Level 4 Compass Award.

Detailed information will be sent out before the end of Term 2.

2020 Dates:

31 August – 4 September 2020

PERSONAL DEVELOPMENT

The theme for Personal Development for Year 8 is Boundaries of Self.

As students become more independent, they need skills and information to enable them to make safe and healthy decisions as they push the boundaries of their world.

AREAS OF STUDY

Gender and Identity, Positive Gender Relations

Students investigate communication and the impact of transition and change on identities. They evaluate strategies to manage personal, physical and social changes that occur as they grow older, while investigating and selecting strategies to promote health, safety and wellbeing.

Students discuss respectful relationships while exploring issues related to puberty, sexual health and drugs and alcohol.

ASSESSMENT

Assessment is based on practical activities, classroom discussion, self-reflection and assignments covering a variety of topics.

PHYSICAL EDUCATION

The Year 8 Physical Education program further promotes development and refinement of motor skills. This is achieved through involvement in a range of physical activities including both individual and team sports, recreational pursuits and movement cultures.

AREAS OF STUDY

The program provides opportunity for students to develop knowledge and understanding of the body and its response to exercise as well as contributing to the development of social skills, independence and self worth and tolerance.

Students in Year 8 acquire an awareness of the physical skills and competence that contribute to healthy growth and physical development.

ASSESSMENT

Is based on class participation and ability to apply skills to practical situations.

FOOD STUDIES

In this unit students will study basic nutrition and investigate the impact of eating patterns on health and wellbeing.

AREAS OF STUDY

Students will design and cook healthy meals, reflect on their eating patterns and investigate the impact of major nutrients on health. In particular, students will analyse the Australian Guide to Health Eating food model as a tool for improving dietary intake. Students will also consider the issues of hygiene, safety and food preparation techniques in the kitchen. Practical lessons will support the application of theoretical learning.

ASSESSMENT

Is based on class work, practical activities and small assessment tasks.

RELIGIOUS EDUCATION

The Year 8 Religious Education program builds on the knowledge and understanding developed in the Year 7 program.

It seeks to:

- expand the self-awareness and religious literacy of each student
- further investigate the richness of Anglican Tradition in a whole church context
- promote further understanding and appreciation of the nature of religion, with focus on Christianity
- further investigate how religion contributes to a sense of identity and community
- enhance their skill in conversing respectfully and eloquently on faith and religion

AREAS OF STUDY

The Year 8 curriculum covers four content areas

- Bible
- Church and community
- Tradition of place
- Values

Some units of study will cover one content area, but most will cover more than one. The units of study include:

- Stories of Faith
- Values and Creeds
- Faith in Action

ASSESSMENT

Feedback will be provided to students on their participation in the activities conducted in class. This will include completion of written tasks and quizzes, individual research tasks and participation in group presentations.