

Curriculum Overviews

Year 8
Semester 2

YEAR 8- Semester 2-Curriculum Overviews

YEAR 8 Food Technology/Industrial Design and Technology –Semester 2 OVERVIEW

	Food-Term 3	Food-Term 4	IDT-Term 3	IDT-Term 4
Unit Title	Taste of the world	Paddock to plate	Workshop Safety / Robotics	Industrial Tech & Design
Description	<p><i>Taste the World</i> will allow students to explore a range of cultures through food. Through this unit students will explore a different culture each week/fortnight through both practical and theory activities. Students will prepare a dish/s from each culture explored.</p> <p><i>Paddock to Plate</i> will allow students the opportunity to explore where their food comes from. Through this unit students will learn the importance of buying fresh food locally and seasonally. They will explore topics around sustainability, reducing food waste and food miles.</p> <p>Students will grow herbs and other small vegetables and these will be used during weekly practical cooking.</p>		<p>Workshop Safety:- Students establish safety routines and procedures that minimise risk, when meeting designed solutions.</p> <p>Bridge Design Folio -Intro to design elements, principles and assessment preparation. Students develop research of existing products, sketching techniques and produce design solutions to generate, test and communicate design ideas, plans and processes utilising workshop skills and practices. Students learn appropriate techniques, technical terms and technologies including graphical representation techniques.</p>	<p>3D Print & EV3 Robotics- Students will produce a robotics log and a 3d printed attachment/claw. Learn 3d modelling techniques, coding, produce flow charts and sequence commands. Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account.</p>
Assessment	<p>Prac Skills:- Ongoing weekly Exam:- Week 7</p>	<p>Prac Skills:- Ongoing weekly Draft:- Week 6 Folio due:- Wk 8</p>	<p>Online Exam:- Due Wk 3 Draft log:- Due Wk 6 Final Log:- Due Wk 9</p>	<p>Concept sketches: Due Wk 2 Draft Folio:- Due Wk 4 Final Folio:- Due Wk 9</p>

YEAR 8 Visual Arts/Music Semester 2 OVERVIEW

	Term 3 or Term 4	Term 3 or Term 4
Unit Title	Art:- A Sense of Me (Place and Personhood)	Music:- <i>Rhythmic Rudiments</i>
Description	In this unit students will create a mixed media artwork exploring a physical location that is important to them or represents them as a person. They will focus their artwork development on the following select elements and principles of art: line, colour, pattern and texture. Students will engage in media experiments inspired by teacher suggested artists and develop skills in the application of media in different ways to represent ideas and concepts. Students will analyse and interpret their own artworks and the artworks of other mixed media artists to identify how a sense of place and personhood can be created by artists through the use of these elements and principles of art.	In this unit students will further develop their knowledge and understanding of the six musical elements through percussion and composition methodology. They begin to compare contrasting pieces and explore how composers manipulate these elements to communicate intentions and messages. Students will compose their own rhythmic piece of 8-12 bars, and perform these to the class. <i>Rhythmic rudiments</i> will further develop students' knowledge and understanding of the six musical elements; rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They begin to compare contrasting pieces and explore how composers manipulate these elements to communicate intentions and messages. Students will study various rhythms, percussive rudiments and articulations, and will use this knowledge to compose their own rhythmic piece. These compositions will form as their performance assessment.
Assessment	Visual Art Process Journal Work:- Ongoing. Due Week 8 Complete artworks folio:- Due week 8 Artist statement:- Draft week 9 Artist statement:- Final week 10	Composition Due : Week 5 Performance Due: Week 9

YEAR 8 HPE Semester 2 OVERVIEW

	Term 3	Term 4
Unit Title	Me, Myself and I	High on Life
Description	This unit provides students with the knowledge, understanding and skills to enhance their own and others health and wellbeing by understanding how the media can effect body image and self esteem	In this unit, students investigate drugs, the laws associated with their use, and the long- and short-term effects these have on the body. Students examine health information with respect to drugs to evaluate possible health concerns and develop strategies and personal skills to use in peer situations
Unit Title	Kicking Games	Recreational Games
	This unit provides students with the knowledge, understanding and skills to apply and refine movement concepts and strategies in kicking games.	In this unit, students will participate in a range of recreational games: Ultimate disc, vortex, handball, skipping & dodgeball. Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They propose and implement actions that promote their own and others' health, safety and wellbeing.
Assessment	Podcast:- Week 8 Skill/Accuracy Journal:- Week 8	Investigative Report:- Week 8 Reflection Journal:- Week 9

YEAR 8 ENGLISH Semester 2 OVERVIEW

	Term 3	Term 4
Unit Title	Teens in Texts: Novel Study	Advertising
Description	Students read a novel that focuses on teen issues involving interpersonal relationships and ethical dilemmas. They examine characters and differing viewpoints on ethical issues raised in the text as well as techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints.	Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features that persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions.
Assessment	<p>Persuasive Monologue Students deliver a persuasive monologue in role as a character, to express a viewpoint on an ethical issue raised in a literary text. Drafts due week 8. Final submission week 9.</p>	<p>Advertising Short Response Exam Students will examine an advertisement and identify how features (textual and visual) are used to position an audience in relation to an issue. Due Week 4</p> <p>Multimodal Advertisement Speech Students create an advertisement for a chosen product and target audience then present an explanation of the choices they made and how the features of the ad will convince the target market to buy the product. Drafts due week 7. Final submission week 8</p>
Literacy Development in English	<p>Free Reading: students read for pleasure for 15-20 minutes three times a week. Books and other reading material will be provided through classroom libraries or students can bring their own texts. Students will participate in reflecting on, and sharing what they have read each week.</p> <p>Big Write: students improve their writing skills by generating and sharing ideas about their writing then independently participating in a sustained writing exercise each week.</p>	

YEAR 8 HUMANITIES Semester 2 OVERVIEW

	Term 3- Geography	Term 4-Civics and Citizenship
Unit Title	Expanding contacts- The Black Death	Business and the Australian Market
Description	In this unit, students will examine the living conditions and religious beliefs of the 14 th century. They investigate the causes and symptoms of the Black Death and the spread of the disease in Asia, Europe and Africa and effects this had on individuals and groups.	In this unit, students investigate how markets, consumers and businesses interact within the economy. They analyse data to understand trends and opportunities that explain why certain businesses are successful. Students identify the importance of planning in the development of a new business concept and in seeking financial support from venture capitalists to launch new business ventures successfully.
Assessment	<p>Research Assignment Students research the effects of the Black Death on two social classes in Medieval Europe and write two paragraphs to describe the effects on each class. Week 9</p>	<p>Assignment: Business Proposal Students work as an entrepreneurial team to identify a perceived problem in society. They propose product and service solutions to the problem and confirm suitability through market research. They then develop a business plan which is presented in multimodal form. Week 8</p>

YEAR 8 FRENCH Semester 2 OVERVIEW

	Term 3	Term 4
	CORE FRENCH	
Unit Title	Ça, c'est ma famille !	À table !
Description	In this unit, students will be able to identify and describe family members. Students will also develop an understanding of possessive adjectives and the use of 'de' in expressing possession. Students will learn numbers from 17-70 and understand how to ask for and give their age and the age of others. They will investigate questioning structures as well as reinforcing their knowledge of verb conjugation and the negative structure <i>ne...pas</i> . Students will also explore France as a multicultural country and examine some of the influences on language, culture and common French family names.	In this unit, students will develop the skills required to interact in a restaurant setting. They will understand basic food and drink vocabulary as well reflect on differences between French and Australian food culture. They will reinforce their knowledge of the formal and informal register and verb conjugation. Students will understand the use of the partitive article and develop a working knowledge of degrees of preference. Students will also explore French celebrations involving food such a <i>La Chandeleur (crêpes)</i> .
Assessment	<p>Reading exam <i>Exam/test</i> Students will read and comprehend a number of French texts and respond to related questions in English. Week 7</p> <p>Writing task <i>Exam/test (open book)</i> Students will write a text in which they will describe a number of family members. Week 9</p>	<p>Listening exam <i>Exam/test</i> Students will listen to and comprehend French audio texts and respond to related questions in English. Week 6</p> <p>Speaking task <i>Oral</i> Students will deliver a prepared presentation in French in a restaurant scenario where they will be required to order food and drink and discuss their preferences. Week 8</p>
	FRENCH EXTENSION	
	Ma semaine, c'est comme ça !	C'est par ici ?
	In this unit, students will understand how to express time in French by building vocabulary around days of the week and months of the year. They will learn numbers from 70-100 and understand how to ask for and give the time. They will investigate similarities and differences between French and Australian school routines, as well as developing a working knowledge of school subjects and timetables.	In this unit, students will develop the skills required to interact in the context of a tourist/local in a francophone country. They will understand and be able to give basic directions using both the present tense and the imperative mood. They will also reinforce their knowledge of the formal and informal register and verb conjugation. Students will understand the use of prepositions of location and develop a working knowledge of the present tense + infinitive. Students will also explore French tourist landmarks and destinations.
	<p>Reading exam <i>Exam/test</i> Students will read and comprehend a number of French texts and respond to related questions in English. Week 6</p> <p>Speaking task <i>Oral (TBC)</i> Week 8</p>	<p>Listening exam <i>Exam/test</i> Students will listen to and comprehend French audio texts and respond to related questions in English. Week 6</p> <p>Speaking task <i>Oral</i> Students will deliver a prepared presentation in French where they will role-play a tourist and local discussing directions to a number of tourist sites. Week 8</p>

YEAR 8 MATHS Semester 2 OVERVIEW

	Term 3	Term 4
Unit Title	Chance, Integers and Algebra	Algebra and data
Description	Describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems. Student will carry out the four operations with integers and apply integers to real world situations. They will be able to write in index and simplify expressions using integers. Students expand and factorise algebraic expressions solve simple linear equations algebraically and graphically.	Interpret, model and formulate patterns and relationships. Represent patterns and relationships as rules, functions, tables and graphs and solve linear equations using graphical techniques. Plot coordinates on the Cartesian plane and solve realistic problems. Students explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes. Collect, organise and display data, interpret data displayed in tables and graphs, connect samples and populations, explore the effect of sample size, calculate measures of centre. Investigate the effect of individual data values, including outliers, on the mean and median.
Assessment	Chance assignment week 5 Integers and Index Laws Exam week 9	Algebra Exam Week 5 Exam Data Week 9
Numeracy Development in Maths	<p>Numeracy Ninjas: The Numeracy Ninja program instils fluency and automaticity in fundamental math skills and serves as a diagnostic tool to map student progress. These programs consist of recall of number facts, practising written and mental computation and times tables. .</p> <p>Problem Solving Model: Using Polya’s Problem Solving Thinkboard (See, Plan, Do and Check) and the explicit teaching of appropriate strategies that students can use to solve problems. By allowing students build up their toolbox of strategies, they can apply these strategies to unfamiliar problems in maths and other curriculum tasks where numeracy is incorporated.</p>	

YEAR 8 SCIENCE Semester 2 OVERVIEW

	Term 3	Term 4
Unit Title	Cells and Living Systems	Energy
Description	Students identify cells as the basic units of living things. They compare similarities and differences between plant and animal cell structure. They analyse the relationships between structure and function of organs in the major systems of the human body.	Students classify energy forms. They investigate different forms of potential energy, examine kinetic energy and its relationship with potential energy and heat energy. Students communicate how energy is transferred and transformed through systems and use diagrams to represent energy flow. They investigate different forms of potential energy, making predictions and conducting fair tests, ensuring safety guidelines are followed. Students process and analyse experimental data and evaluate experimental methods used in investigations
Assessment	Exam : Cells Week 6 Data Test Week 9	Student Experiment Report Due Date : Week 8
Science Inquiry Approach	Inquiry means that students are handling science. Inquiry implies that students are “in control of an important part of their own learning where they can manipulate ideas to increase understanding”. Some of the standards that embed Science Inquiry are: <i>Describe objects and events; Ask questions; Construct explanations; Test explanations against current scientific knowledge; Communicate their ideas to others; Identify their assumptions; Use critical and logical thinking and; Consider alternative explanations.</i>	