

# John Fawkner College

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## Middle Years Curriculum Guide

**YEAR 8**  
**2017**

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# GENERAL INFORMATION

## KEY CONTACT STAFF 2017

**Principal:**

Paula Condell

**Assistant Principal:**

Josie Costanzo

**Later Years/ Pathways Leader**

Ms Josie Costanzo

**Student Learning Leader:**

Mr Russell Wigginton

**Student Management Leader:**

Mr Graham McKee

**Transition**

Ms Jennifer Papagianopoulos

**Careers Advisor:**

Ms Aglaia Samaras

**Student Wellbeing Co-ordinator:**

Mrs Angelina Ross

**Year 7 & 8 Co-ordinators:**

Ms Caitlin Besim

Mr Ercan Hasip

**Year 9 & 10 Co-ordinators:**

Ms Franka Maisano

Mr Alex Casha

**Year 11 & 12 Co-ordinator:**

Ms Aglaia Samaras

Ms Anne-Marie Anderson

**Domain Leaders:**

Arts:

Ms Nina Siska

Technology:

Mr David Gilbert

Literacy

Ms Mary Damousi

English:

Ms Maria Thrasivoulou

Italian:

Ms Franka Maisano

Health & PE:

Mr Brent Pawley

Mathematics:

Mr Dominik Rafati

Science:

Mr Dominik Rafati

Humanities:

Mrs Katie Neocleous

## STUDENT SUPPORT

If students have any problems they should talk to a staff member who can help – a Year Level Co-ordinator, Student Wellbeing Co-ordinator, subject teacher or Careers Advisor – all are available. Don't hesitate or leave it until it is too late. Ask for help when you need it – that is what the school is for!

The College also assists in other ways:

1. Information Nights and packages – held during the year.
2. Key Personnel with specific responsibilities -
  - Sub School Co-ordinator: assistance with general information in Years 7-9 and enrolments.
  - Year Level Co-ordinators and teachers: general assistance with courses, personal difficulties and advice about specific subjects.
  - Student Wellbeing Co-ordinator: assistance with any areas that affect student wellbeing and provision of information on outside agencies offering assistance, both personal and financial. Also assistance for students with Disability and Impairment.
  - Careers Advisor: careers direction and information.
  - Domain Leaders: assistance with specific subject information.
  - Domain Leaders: assistance with specific subject information.

# YEAR 8 CURRICULUM

## Overview

**At Year 8 all students undertake a full course of study that encompasses all Domain areas.**

All students study the following subjects all year, unless stated otherwise.

Students stay in their own class group for all subjects. Some changes, according to student ability levels, occur for English and Mathematics.

Subject	Specific Subject Information	Periods per week
English	Grouped according to ability levels.	4
Mathematics	Grouped according to ability levels.	4
Science		2
Humanities (SOSE)		2
LOTE ( Italian) or Literacy Support	Students are placed in Literacy according to ability to undertake LOTE	2
Physical Education		2
Technology: Materials/ Information Technology	Semester length	2
The Arts: Art/ Drama	Semester length	2
<b>TOTAL</b>		<b>20</b>

*Note: All students will attend a Home Group briefing for 10 minutes at the start of each day.*

# YEAR 8 ENGLISH

## SEMESTER 1

### GENERAL COURSE INFORMATION:

In this semester, students read one set text (*Holes*) and work on the development of a portfolio of writing in which they explore the features of several genres (narrative/creative, reflective, text response). They also engage in reading a range of visual informative texts in order to be able to explain how language features, images and vocabulary are used to represent different ideas and issues. Students are guided to question texts and the information they contain. Spelling, grammar and syntax remain a focus of all writing, reading and speaking. Goal setting is also a continuous focus throughout the semester.

### KEY KNOWLEDGE

#### Reading:

- Knowledge of literary devices (symbolism, setting, characterisation - dynamic and static, rising action, conflict)
- Knowledge of figurative language (similes, metaphors, personification)

#### Writing:

- Personal reflective writing: (CSI on myself): writing to practice fluent communication of ideas, thoughts and feelings
- Creative writing (narrative): writing to imagine and represent different realities. Use of adjectives, adverbs and figurative language to enhance communication of imagined settings or characters.
- They write a collection of poems with a Sports focus, as part of the Sports themed unit of work.
- Expository writing (analytical text response): Writing to demonstrate insight and understanding based on evidence.
- Extending written communication skills (use of complex sentences, varied sentence beginnings, use of tense, punctuation)

#### Speaking and Listening:

- Participating in group discussions with confidence
- Contributing, asking questions and displaying respectful attitudes towards fellow students in peer and/or self-assessment
- Planning and delivering a brief formal oral presentation

#### Thinking Skills:

- Knowledge of a range of thinking strategies and their uses
- Setting goals and using thinking strategies to achieve those goals

#### Personal Learning:

- Responding to education in a manner that encourages learning for themselves and others

### KEY SKILLS:

- Develop skills in inference (drawing conclusions about characters and plots based on evidence found in the text)
- Identify features, audience and purpose of various text types
- Build vocabulary and formal language
- Developing empathy and understanding when listening
- Write using correct grammar, punctuation, sentence structure and tense
- Read for meaning in order to develop comprehension skills
- Develop confidence when speaking for different audiences and purposes

# YEAR 8 ENGLISH

## SEMESTER 2

### GENERAL COURSE INFORMATION:

In this semester, students read one set text (Alexander Altman A10567) and work on the development of a portfolio of writing in which they explore the features of several genres (narrative/creative, reflective, persuasive, poetry, text response). They also engage in reading a range of visual and informative texts in order to be able to explain how language features, images and vocabulary are used to represent different ideas and issues. Students are guided to question texts and the information they contain. Spelling, grammar and syntax remain a focus of all writing, reading and speaking. Goal setting is also a continuous focus throughout the semester.

### KEY KNOWLEDGE

#### Reading:

- Knowledge of literary devices (symbolism, setting, characterisation - dynamic and static, rising action, conflict)
- Knowledge of figurative language (similes, metaphors, personification)
- Knowledge of persuasive language and persuasive devices

#### Writing:

- Personal reflective writing: (CSI on myself): writing to practice fluent communication of ideas, thoughts and feelings
- Creative writing (narrative): writing to imagine and represent different realities. Use of adjectives, adverbs and figurative language to enhance communication of imagined settings or characters.
- Expository writing (analytical text response): Writing to demonstrate insight and understanding based on evidence.
- Extending written communication skills (use of complex sentences, varied sentence beginnings, use of tense, punctuation)
- Persuasive writing: Writing to demonstrate a point of view on an issue, using persuasive language and devices.

#### Speaking and Listening:

- Participating in group discussions with confidence
- Contributing, asking questions and displaying respectful attitudes towards fellow students in peer and/or self-assessment
- Planning and delivering a brief formal oral presentation
- Viewing and responding to a film as text

#### Thinking Skills:

- Knowledge of a range of thinking strategies and their uses
- Setting goals and using thinking strategies to achieve those goals

#### Personal Learning:

- Responding to education in a manner that encourages learning for themselves and others

### KEY SKILLS:

- Develop skills in inference (drawing conclusions about characters and plots based on evidence found in the text)
- Identify features, audience and purpose of various text types
- Build vocabulary and formal language
- Developing empathy and understanding when listening
- Write using correct grammar, punctuation, sentence structure and tense
- Read for meaning in order to develop comprehension skills
- Develop confidence when speaking for different audiences and purposes

# YEAR 8 MATHEMATICS

## SEMESTER 1

### GENERAL COURSE INFORMATION:

In this semester students attend Maths lessons four times a week and learn from four different topics. Maths classes at John Fawcner College are set by ability, as gauged by both school standard and national test results (e.g. NAPLAN, PAT Maths). The grouping is subject to continuous review, which enables pupils to move both up and down classes based on performance outcomes. Each lesson contains the teaching and practice of a key maths skill, the important vocabulary that supports the ideas and a focus on general numeracy skills. Throughout all topics students are expected to: Attend class regularly with required equipment, Maintain a neat and up to date workbook, Participate in all set practical and class activities, Complete and submit homework to a high standard once a week and Revise for and complete all end of topic assessment.

### TOPIC: Number Skills

#### KEY IDEAS:

- Use index notation with numbers to establish the index laws with positive integral indices and the zero index
- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies

**ASSESSMENT: Pre and Post Test**

### TOPIC: Fractions

#### KEY IDEAS:

- Investigate terminating and recurring decimals
- Investigate the concept of irrational numbers, including  $\pi$
- Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies
- Solve a range of problems involving rates and ratios, with and without digital technologies

**ASSESSMENT: Pre and Post Test**

### TOPIC: Measurement and Shape

#### KEY IDEAS:

- Choose appropriate units of measurement for area and volume and convert from one unit to another
- Find perimeters and areas of parallelograms, rhombuses and kites
- Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area
- Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume
- Solve problems involving duration, including using 12- and 24-hour time within a single time zone

**ASSESSMENT: Pre –Test and Zoo Assignment**

### TOPIC: Directed Numbers

#### KEY IDEAS:

- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies

**ASSESSMENT: Pre and Post Test**

# YEAR 8 MATHEMATICS

## SEMESTER 2

### GENERAL COURSE INFORMATION:

In this semester students attend Maths lessons four times a week and learn from four different topics. Maths classes at John Fawkner College are set by ability, as gauged by both school standard and national test results (e.g. NAPLAN, PAT Maths). The grouping is subject to continuous review, which enables pupils to move both up and down classes based on performance outcomes. Each lesson contains the teaching and practice of a key maths skill, the important vocabulary that supports the ideas and a focus on general numeracy skills. Throughout all topics students are expected to: Attend class regularly with required equipment, Maintain a neat and up to date workbook, Participate in all set practical and class activities, Complete and submit homework to a high standard once a week and Revise for and complete all end of topic assessment.

### TOPIC: Algebra

#### KEY IDEAS:

- Extend and apply the distributive law to the expansion of algebraic expressions
- Factorise algebraic expressions by identifying numerical factors
- Simplify algebraic expressions involving the four operations

**ASSESSMENT: Pre and Post Test**

### TOPIC: Angles

#### KEY IDEAS:

- Define congruence of plane shapes using transformations
- Develop the conditions for congruence of triangles
- Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning

**ASSESSMENT: Pre and Post Test**

### TOPIC: Cartesian Planes

#### KEY IDEAS:

- Describe translations, reflections in an axis, and rotations of multiples of  $90^\circ$  on the Cartesian plane using coordinates. Identify line and rotational symmetries

**ASSESSMENT: Pre and Post Test**

### TOPIC: Statistics and Probability - Sports Themed Unit

#### KEY IDEAS:

- Identify complementary events and use the sum of probabilities to solve problems
- Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'.
- Represent events in two-way tables and Venn diagrams and solve related problems
- Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes
- Investigate the effect of individual data values, including outliers, on the mean and median
- Explore the variation of means and proportions in of random samples drawn from the same population
- Investigate techniques for collecting data, including census and sampling

**ASSESSMENT: Pre and Post Test**

# YEAR 8 SCIENCE

## SEMESTER 1

### GENERAL COURSE INFORMATION:

In this semester students attend Science lessons twice a week and learn from four different topics. These are; Electricity, Atoms, Ecology and Geology. Throughout all topics students are expected to: Attend class regularly with required equipment (e.g. textbook, exercise book, pencil case), Maintain a neat and up to date workbook, Participate in all set practical and class activities, Complete and submit homework to a high standard once a week and Revise for and complete all end of topic assessment.

### TOPIC: Electricity

#### KEY IDEAS:

- Electrical circuits provide a means of transferring and transforming electricity.
- Energy from a variety of sources can be used to generate electricity
- Understand how to identify and connect electrical components in series and parallel
- Know how to use an ammeter and voltmeter to read current and voltage respectively
- Investigate the conductive properties of various materials

**ASSESSMENT: Written Test and Practical Assessment**

### TOPIC: Atoms

#### KEY IDEAS:

- Solids, liquids and gases have different observable properties and behave in different ways
- Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting
- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques
- The properties of the different states of matter can be explained in terms of the motion and arrangement of particles
- Differences between elements, compounds and mixtures can be described at a particle level
- Chemical change involves substances reacting to form new substances

**ASSESSMENT: Practical Report**

### TOPIC: Ecology

#### KEY IDEAS:

- The growth and survival of living things are affected by the physical conditions of their environment
- There are differences within and between groups of organisms; classification helps organise this diversity
- Interactions between organisms can be described in terms of food chains and food webs
- The impact of human activity on the environment
- Sustainability of habitats and ecosystems

**ASSESSMENT: Zoo Excursion Assignment**

### TOPIC: Geology

#### KEY IDEAS:

- Sudden geological changes or extreme weather conditions can affect Earth's surface
- Some of Earth's resources are renewable, but others are non-renewable
- Water is an important resource that cycles through the environment
- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales

**ASSESSMENT: Poster Presentation Assignment**

# YEAR 8 SCIENCE

## SEMESTER 2

### GENERAL COURSE INFORMATION:

In this semester students attend Science lessons twice a week and learn from four different topics. These are; Cells, Astronomy, Ecosystems and Using Forces. Throughout all topics students are expected to: Attend class regularly with required equipment (e.g. textbook, exercise book, pencil case), Maintain a neat and up to date workbook, Participate in all set practical and class activities, Complete and submit homework to a high standard once a week and Revise for and complete all end of topic assessment.

### TOPIC; Cells

#### KEY IDEAS;

- Become familiar with the different parts of a microscope and how it works
- Know the main structural features of an animal and plant cell
- Learn how to compare and contrast the similarities and differences between cells
- Understand how cells can be specialised to a particular function
- Learn about how microbes can cause disease and how this may be prevented

**ASSESSMENT: Written Test**

### TOPIC; Astronomy

#### KEY IDEAS;

- Identify the different types of space rocks (meteors, comets and asteroid)
- Be able navigating the night sky in relation to Earth
- Learn how to use time scales to explain the place of Earth in space
- Distinguish ideas about the Universe that have a scientific basis from those that do not
- Know how to use appropriate diagrams and symbols when reporting on their investigations
- Make and use models and images from computer software to interpret and explain observations

**ASSESSMENT: Constellation Assignment**

### TOPIC; Using Forces

#### KEY IDEAS;

- Be able to identify when a force is acting on an object and in which direction
- Learn how to draw force diagrams showing resultant force on an object
- Understand how levers work to make tasks easier
- Be able to name different levers and where they are used in everyday life
- Look at more complex systems like wheels, gears and axels and describe how these operate in systems

**ASSESSMENT: Written Test**

### TOPIC; Body Systems

#### KEY IDEAS;

- Understand that cells form tissues which form organs within the human body
- Be able to label different bones and muscles within the body
- Know the names of different types of joints in the human body and how they operate
- Learn the main parts of the human digestive system and their function in the breakdown of food
- Understand some of the diseases that can affect the digestive system
- Learn about the main roles of blood within the body
- Complete a dissection and be able to label a diagram of a mammalian heart

**ASSESSMENT: Written Test**

# YEAR 8 HUMANITIES (SOSE)

## SEMESTER 1

### GENERAL COURSE INFORMATION:

This semester students examine a world in change through the study of key features of the Medieval World and the beginning of the Modern World (approximately 650-1750). Students engage in inquiry based learning, investigating aspects of Medieval Europe and Shogunate Japan. Students also complete an in depth study of the causes and effects of The Black Death. The study of the features and structures of medieval society aims to develop students' research skills by using, interpreting and analysing appropriate sources.

### KEY KNOWLEDGE:

- Key features of the European and Asian Medieval World (Feudalism, Trade Routes, Voyages of Discovery, Contact and Conflict)
- Roles and relationships of different groups under the Feudal System
- Manor life in Medieval Europe
- Changing relationships between the West and Islam during the Crusades
- Dominance and power of the Catholic Church
- Origin and spread of The Black Death
- Causes, symptoms and effect of the Black Death
- The way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun)
- The decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology

### KEY SKILLS:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies

# YEAR 8 HUMANITIES (SOSE)

## SEMESTER 2

### GENERAL COURSE INFORMATION:

Students investigate human and physical interactions that produce changes to the characteristics of regions, for example, settlement patterns, and agricultural and urban land use. Students also learn about key features of Australian democracy. They investigate features of Australia's system of government and the purpose of the Constitution in Australia's representative democracy. Furthermore students investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making.

### KEY KNOWLEDGE:

#### Geography

- The creation of landscapes and landforms
- The human causes and effects of landscape degradation
- Managing and responding to landscape hazards
- The causes and consequences of urbanisation
- The reasons for and effects of migration to Australia
- The management and planning of Australia's urban future

#### Economics, Business, Legal and Citizenship

- Decision making and values
- Rights and freedoms
- The constitution and representative government
- Participating in the Australian democracy
- Making laws
- Australia's national identity
- Different economies
- The market system and government
- Rights and responsibilities in the market place
- Business decisions
- The changing work environment

### KEY SKILLS:

- Identifying an issue or problem and developing geographical questions to investigate the issue and to present findings and further recommendations
- Collecting information from primary and/or secondary sources, recording the information, evaluating it for reliability and bias, and presenting it in a variety of forms
- Making sense of information gathered by identifying order, diversity, trends, patterns, anomalies, generalisations and cause-and-effect relationships
- Communicating the results of investigations using combinations of methods (written, oral, audio, graphical, visual and mapping) appropriate to the subject matter, purpose and audience
- Reflecting on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry; and proposing actions that consider environmental, economic and social factors

# YEAR 8 HEALTH & PHYSICAL EDUCATION

## Physical, Sport & Health Education

### GENERAL COURSE INFORMATION:

The Year 8 Physical Education and Health curriculum provides the students with a study of both practical and theory components. Students participate in a wide variety of team sports and are assessed through their participation, uniform, sportsmanship and skill improvement. In Health class students study components of fitness and the benefits of physical activity. They also study risk-taking behaviours and mental health issues. Students complete activities exploring each of the topics and are assessed through tests, presentations, research projects and examinations.

### ***SEMESTER 1***

#### **Sportsmanship & Personal Safety**

- Definition of sportsmanship
- Examples of sportsmanship
- Lifelong physical activity
- Components of fitness
- Sports/activities fitness components are used in
- Fitness testing
- 

#### **Health benefits of physical activity**

- Types and Domains of physical activity
- Physical activity & sedentary behaviour guidelines
- Benefits of regular physical activity
- Influences on participation

### ***SEMESTER 2***

#### **Get smart about drugs**

- Safe use of medicines & alternate medicines
- How drugs effect the body
- Drug usage influences
- Making informed decisions about drugs

#### **Mental Health & wellness**

- Identity & self-worth
- Body image
- Impact of stress
- Mental health issues
- Relaxation techniques
- Support services

#### **Students will also be assessed on the following practical activities:**

- AFL
- Swimming
- Futsal
- Hockey
- Fitness Testing
- Athletics
- Basketball
- Cricket

# YEAR 8 LANGUAGES

## Italian

### GENERAL COURSE INFORMATION:

The study of Languages in Year 8 enables students to gain grammatical and intercultural knowledge of Italy and the Italian language. Students develop and demonstrate effective and accurate use of language, in set contexts. The course aims to develop students' ability to use correct language patterns, gestures in context, together with geographical, historical and intercultural facts about Italy. The subject also compares these to the contributions of Italians to Australia, the English language, migration and multiculturalism.

### Language Learning Areas:

The course content is taught through the four conventions of listening, speaking, reading and writing and using a variety of written, visual, interactive and audio material with emphasis on both written and oral communication for assessment.

- Participation in communicative work: (Oral & Aural activities.)
- Grammar assessment tasks.
- Intercultural understanding.
- Language development.

### CONTENT:

- Use of adjectives in Italian / identifying key vocabulary relating to fashion.
- Demonstrate understanding of grammatical structures learnt.
- Chapters 6 & 7 of Course book
- Identification of and accurate use of key vocabulary presented, (relating to fashion, family and transportation.)
- Use of verb conjugations Italian/Identifying key vocabulary relating to the house.
- Comparison of schooling in Italy Vs Australia
- Creation of a labelled house plan in Italian [Term 3]
- Completion of booklet on Physical Fitness in Italian [Term 4]
- Identification of and accurate use of key vocabulary presented, (relating to the house, health and physical fitness.)
- Chapters 8 - 10 of Course book

Students are assessed through the following:

### ASSESSMENTS:

- End of semester examinations (Oral & Written)
- Written tasks
- Research assignments
- Oral presentations
- Submission of homework tasks (including aural (listening) activities.)

# YEAR 8 LITERACY

## GENERAL COURSE INFORMATION:

The Literacy program provides intensive instruction and opportunities to practise the following skills through topics that reflect student choice, student interests including popular culture and sport and issues relevant to adolescents. These skills are required in all subjects of the curriculum and proficiency in these areas will lead to greater success at school and beyond.

### Key Knowledge

- Structures and features of a text-type/s.
- Paragraph structure-TEEL or TEE.
- Sentence structure-simple and complex sentences; use of phrases, clauses with conjunctions, embedded clauses.
- Vocabulary- identify base word, noun, verb, adjective and adverb form as appropriate.
- Punctuation of simple and complex sentences.
- Word structure: common prefixes, suffixes, letter patterns and breaking up two- syllable and multi-syllable words for effective reading and spelling.

### Key Skills

- Research skills.
- Organisational skills.
- Reading strategies.
- Spelling strategies.
- Oral presentation skills.
- Comprehension strategies.
- Writing processes-planning, using appropriate structure, proofreading and editing.
- Using evaluation tools.

# YEAR 8 THE ARTS

## Drama

### GENERAL COURSE INFORMATION:

Year 8 Drama runs for two lessons per week for one Semester of the year. Drama at JFC focuses heavily on teamwork, social skills and creativity. Through a creative process, students are guided to develop positive relationships with peers, effective collaboration skills, confidence to present in front of an audience and an ability to creatively solve problems and develop ideas. The students complete a movement and a voice unit. The course emphasises physical activity and practical group work to support the SIPP program.

### CONTENT:

Students' skills are assessed against AusVELS (Australian curriculum standards). Students at year 8 should be moving towards the Level 8 standard. Drama is broken up into two areas; *Creating and Making* and *Exploring and Responding*. The General Capabilities covered in this course are *Building Social Relationships*, *Working in Teams*, and *Creativity*.

### Students achieving at level 8 display the following skills and abilities:

#### Creating and making

- Students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose.
- They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles.
- They generate and develop ideas that explore particular concepts, techniques and issues when making arts works.
- They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks.
- They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

#### Exploring and responding

- Students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies.
- They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language.
- They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts.
- They use appropriate arts language.

#### Building social relationships

- Students select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.

#### Creativity

- At Level 8, students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions.
- They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.

# YEAR 8 THE ARTS

## Art

### GENERAL COURSE INFORMATION:

During the semester students will build on previous content of the art elements and complete a study on the art principles. This will include various practical and theoretical learning tasks and will conclude with major projects consisting of a planning phase and a finished artwork. Students will also complete several theory assignments focusing on the art elements and principles of design. Students will be encouraged to use ICT. A creative task with a sports theme will also be undertaken.

### KEY KNOWLEDGE

- Understanding of the art elements
- Understanding the art principles
- Describing specific art elements through annotations
- Analysing & Describing an artwork

### KEY SKILLS:

- Annotate art elements
- To be able to write a paragraph analysing an art element
- To know your art elements
- To know your art principles

# YEAR 8 TECHNOLOGY

## Materials

### GENERAL COURSE INFORMATION:

Over the course of the semester students reinforce and extend on their prior knowledge using mathematical and practical strategies to produce products, example (Paddle boat, Foot stool), they design and assess their work to which further builds their theoretical and practical knowledge

Students write a procedural text and work plans which are kept in their work diaries, they are also taught to safely use a variety of hand tools and some basic power tools.

### KEY KNOWLEDGE

- Students write “Production Plans”, which are a combination of procedural texts and plans.
- Learn names of tools and their parts.
- Learn to translate plans to material and cutting lists.
- Imbed ergonomics in their basic designs as well as using mathematical concepts
- Learn to use a variety of hand tools safely to produce a paddle boat and foot stool.
- Assess and evaluate the work, during the production stages as well as the finished product.

### KEY SKILLS:

- To develop a sound understanding of the basic steps used to produce a product.
- Apply practices that comply with OHS standards
- Use hand and some basic power tools properly and safely.
- Read and interpret basic plans.
- Learn different techniques to shape and join solid timber.
- Evaluate and develop all skills needed to develop a product.

# YEAR 8 TECHNOLOGY

## Information Technology

### GENERAL COURSE INFORMATION:

Students study a range of ICT software that will enable them to develop the skills essential for 21<sup>st</sup> century learning.

- Students explore how digital technology impacts on the lives of individuals, organizations and society.
- They learn about current and emerging digital technologies and their influence and significance in their lives within a range of contexts.
- Assess the suitability of data or information
- Locate, retrieve or generate information using search facilities and organize information in meaningful ways.
- They develop an awareness of the risks that are inherent in using ICT

### KEY KNOWLEDGE

- Case Studies- Issues relevant to ICT today.
- ICT trends
- Copyright
- Cybersafety
- Networks

### KEY SKILLS

- To develop a sound understanding of the basic concepts of business applications such as word processing, Excel and multimedia presentations.
- Apply practices that comply with legal obligations regarding ownership
- Graphic design and image manipulation using PhotoShop
- Utilizing applications including- Comic Life, Garage Band and iMovieHD
- Creating information products for particular audiences and purposes following recognized conventions.
- Identify and compare networked ICT system components between hardware and software.
- Data evaluation
- Understanding terminology
- Completion of class tasks, tests and assignments
- ePortfolio of work
- Research Project
- Sports themed advertisement created using iMovie and Garage band.

# YEAR 8 TECHNOLOGY

## Food

### GENERAL COURSE INFORMATION

Students will study the importance of food and nutrition in the growing adolescent. You will develop skills in cooking and food preparation techniques which you use to prepare a variety of foods including: pizza, spaghetti bolognese, baked macaroni, beef stir fry, chocolate cake, raspberry slice, hamburgers, muffins, rice paper rolls, Thai fish cakes. You will also evaluate your performance and production of food using evaluative tools, and will learn how to use the Design process to research, develop, design and prepare a food product of their choice. The course will be assessed through progressive practical cooking, assignment tasks- Food as gifts (design briefs), evaluations, and exam.

### KEY KNOWLEDGE

**In classes you will learn how:**

- To plan healthy meals and snacks to suit adolescent nutrient requirements.
- To become informed consumers.
- To make clear and informed choices to do with our health and wellbeing.
- To follow correct food safety and handling procedures when preparing food.
- To follow procedures and recipes to produce quality products.

### KEY SKILLS

**In classes you will develop and practice skills to be able to:**

- Produce quality food products,
- Understand the importance of cooking processes,
- Evaluate your performance critically,
- Understand the Healthy Eating Guide and the impact of imbalance on the growing adolescent body,
- Participate in group preparation of cooked products,