

Year 8 Curriculum

Term One





General Overview

Students participate in Reciprocal Teaching, designed to support reading and critical thinking skills. They will also practice these skills at home through their homework reading log. Students develop skills in critical thinking and inquiry as they explore key questions surrounding the idea of belonging. They learn and practice key skills of persuasion and argument development in both written and oral form. They also cycle through practicing other styles of writing, namely creative writing and informative writing.

Key topics explored

- **Week 1 - 7:** Inquiry: What does it mean to belong?
- **Week 8 - 10:** Debating

Knowledge & Skills

- Four comprehension strategies: predicting, clarifying, questioning and summarising
- The structure of an argumentative essay
- How to substantiate a point of view
- Different ways to persuade such as appeals to logic or appeals to emotion
- The structure and conventions of a debate
- Literal, inferential and evaluative questions
- How to make writing more engaging through the use of different types of sentences, grammatical conventions and word choice

Major Assessments

- **Week 7:** Written Presentation of Argument
- **Week 10:** Debate: Oral presentation of argument

For Parents

How can you help?

1. Monitoring students regular reading at home.
2. Assist student to practice strategies such as summarizing, predicting, clarifying, and questioning while your child reads at home.
3. Encourage students to be independently using Education Perfect to practice their reading comprehension, sentence fluency, language conventions.
4. Ensuring students have finished reading *The Giver* by Term 2.
5. Encourage your child to check Compass regularly for feedback and communication, ensure they understand feedback they have received.

Resources to access more information:

- Education Perfect www.educationperfect.com/app/#/login
- Information on Reciprocal Teaching www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracguidedre-cip.aspx

English (EAL)



General Overview

Year 8 EAL aims to address the language needs of students from non-English speaking backgrounds. The course is designed to develop communication skills, focusing on speaking and listening, and reading and writing. Students read and study a variety of text types, and participate in individual and group activities.

Key topics explored

- **Week 1 - 3:** Research Task: Customs and traditions
- **Week 4 - 10:** Text Study: 'Hungry Ghosts'

Knowledge & Skills

- Summarising, ordering and presenting information.
- Predicting, clarifying and analysing.
- Drafting and editing written work.

Major Assessments

- **Week 3:** Research Task - Oral Presentation
- **Week 7:** Creative Writing
- **Week 10:** Text Response

For Parents

How can you help?

1. Make sure your child has a quiet study space.
2. Your child needs a regular study routine.

Resources to access more information:

- Compass
- www.esl-lab.com

Mathematics



General Overview

In Maths, students work on skills based questions to strengthen and consolidate numeracy skills learnt in primary school. These skills are then applied in a range of real-world problem-solving questions and tasks. Some also begin to explore more abstract applications of their numeracy skills.

Key topics explored

- **Week 1 - 3:** Integers
- **Week 4 - 6:** Index Laws
- **Week 7 - 9:** Measurement

Knowledge & Skills

- Operations with directed numbers (positive and negative numbers).
- Raising numbers to powers, and simplifying algebraic expressions with indices.
- Perimeter and area.

Major Assessments

- **Week 3:** Directed numbers topic test
- **Week 6:** Index Laws Test
- **Week 9:** Measurement Test

For Parents

How can you help?

1. Encourage your child to consistently complete a small amount of maths homework each night. It is much more beneficial to practice the skills learnt in class regularly than in one big block.
2. Talk to your child about ways that you use maths in your everyday life. Students engage much better with maths when they can see that it is relevant and not just used by a select few occupations. This is promoted in class, but it is great if this message can be reinforced by parents.

Resources to access more information:

- **Eddie Woo's YouTube channel:** has great explanations of Maths concepts.
https://www.youtube.com/channel/UCq0EGv-LTy-LT1oUSO_0FQ
- **Khan Academy:** has lecture style videos with practice questions included.
<https://www.khanacademy.org/math/cc-eighth-grade-math>

Science



General Overview

A major aim of science is to develop explanations for natural phenomena and events that are supported by evidence. Students will be studying the following topics listed below this term.

Key topics explored

- **Week 1 - 4:** Science Is
- **Week 5 - 10:** Elements, Compounds and Mixtures

Knowledge & Skills

- Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge.
- Collaboratively and individually plan and conduct a range of investigations and experiments.
- In fair tests, measure and control variables and select equipment to collect data with accuracy appropriate to the task.
- Use scientific equipment in a laboratory in a safe and effective manner.
- Demonstrate understanding of scientific inquiry skills and research skills by completing experimental investigations and reports.
- Investigate the differences between elements, compounds and mixtures.

Major Assessments

- **1 March:** Experimental Investigation Task
- **24 June:** Research Task

For Parents

How can you help?

1. Encourage students to read and use external sources to explore scientific ideas and issues; and how they relate to the world around them. (e.g. Newspapers, scientific articles, documentaries etc.).

Resources to access more information:

- JacPlus online
- Bite size
- ABC kids
- Science Quest Yr.8 Text Book

STEAM



General Overview

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

Key topics explored

- **Week 1 - 5:** Science – knowledge and understanding
- **Week 5 - 10:** STEAM – solutions and problem solving

Knowledge & Skills

- Define energy using the ideas of work, force and acceleration.
- Different types of energy – kinetic (movement), chemical, gravitational potential, electrical, elastic potential, nuclear, sound, light, heat.
- Apply the transfer and transformation of energy to a design for practical purposes.
- Understand the idea that potential energy is stored energy.
- Outline examples of transformations between diverse types of energy, notably kinetic and potential.

- Recognise that heat energy is always released as a byproduct of energy transformations.
- Differentiate between luminous and non-luminous objects.
- Relate the ability to see non-luminous objects to the scattering and reflection of light.
- Describe sound as a series of vibrating air particles.
- Recognise that heat, light and sound energy can be transmitted, reflected or absorbed.

Major Assessments

- **CAT 1:** Design Diary
- **CAT 2:** Practical Tasks

For Parents

How can you help?

1. Encourage students to share details of their project with you.
2. Ensure students have completed their set tasks.

Resources to access more information:

- <https://youtu.be/zPVH2admAuw>
- <https://wonderopolis.org/wonder/what-is-a-rube-goldberg-machine>

Italian



General Overview

Italian provides students with communication skills and knowledge to come to understand social, historical, familial relationships and other aspects of the language and culture of the Italian people. Language learning contributes to the development of interculturally aware citizens.

Key topics explored

- **Week 1 - 4:** Pasttimes and Hobbies
- **Week 5 - 6:** Regular -ARE/ -ERE verbs
- **Week 7 - 9:** Telling Time
- **Week 10:** Musical Instruments

Knowledge & Skills

- Listening
- Speaking
- Reading
- Writing

Major Assessments

- **Week 6:** Animals and Musical Instruments (sentence structure)

For Parents

How can you help?

1. Ask students what they have learned in Italian.
2. Listen to them practice their language.

Resources to access more information:

- Language Perfect (an on line library of original written and spoken texts with native speaker recordings and a comprehensive multi-modal vocabulary revision package, including speaking practice with a variety of communicative tasks).

<https://start.languageperfect.com/>

French



General Overview

French language provides students with communication skills and knowledge to come to understand social, historical, familial relationships and other aspects of the language and culture of the speakers of the language. Students are provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens.

Key topics explored

- **Week 1 - 5:** Schools in France.
- **Week 6 - 10:** Daily routine in France.

Knowledge & Skills

- Describing school subjects.
- Describing daily routines and leisure activities.

Major Assessments

- **4 March:** Cultural project “A typical Day”

For Parents

How can you help?

1. Try to converse if possible with your child in the target language.
2. Encourage your child to immerse himself/herself as much as possible in the language by watching films together, going to exhibitions or looking at French magazines.
3. Encourage your child to use the program Language Perfect as much as possible.

Resources to access more information:

- Explore the following website: www.nelson-net.com.au
- Explore the following website: www.languageonline.org.au

Chinese



General Overview

Year 8 Chinese focuses on consolidating students' basic skills of Chinese language, these skills include: listening, speaking, reading and writing. In addition, students continue to develop their knowledge in various Chinese culture.

Key topics explored

- **Week 1 - 3:** Chinese New Year, Chinese zodiac
- **Week 4 - 9:** Hobbies, Sports, Leisure activities

Knowledge & Skills

- Basic skills: listening, speaking, reading and writing
- Cultural awareness

Major Assessments

- **Week 4:** Chinese New Year Cultural Test
- **Week 8:** Research Project

For Parents

How can you help?

1. Encourage students to revise 20 minutes every day.
2. Ask your child to share something with you about what they have learned in their lessons that week.
3. Have a conversation about what they learned in class

Resources to access more information:

- Language Perfect
<https://www.educationperfect.com/subjects/languages/>

Geography



General Overview

Year 8 Geography focuses on the environments we live, and depend on, as well as how and why urban environments are changing. While we explore concepts familiar from Year 7, there is an emphasis on taking inquiry to a deeper level while exploring potential alternatives and solutions to issues surrounding human impacts.

Key topics explored

- **Week 2 - 8:** Landscape and Landforms
- **Week 8 - 10:** Places and Livability

Knowledge & Skills

- Explain process that influence characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.
- Identify, analyse and explain interconnection within places and between places and identify and explain changes resulting from these interconnections.
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols.
- Select and represent data and information in different forms.
- Analyse maps and other geographical data and information using digital and spatial technologies.

Werribee Zoo Grasslands Fieldwork

Students will collect data on a grassland environment, including establishment of its importance to the ecosystem, and the need for conservation and management. They will

complete a fieldwork report and reflection task.

Major Assessments

- Test
- Fieldwork
- Inquiry

For Parents

How can you help?

1. The environment is all around us. Ask your child about the different landscapes and landforms of a location that you may visit over the weekend.
2. Encourage children to engage with key topics: Perceptions of places, and Human interaction with the environment.

Resources to access more information:

- Jacplus Online - Geography Alive 8
- OXFAM Education: this site has a range of topics available to explore, aimed at school aged children <https://www.oxfam.org.uk/education/resources>
- World Fact Book: (want data on a particular country, this is where to find it) <https://www.cia.gov/library/publications/the-world-factbook/index.html>

History



General Overview

Year 8 History focuses on Medieval Europe, Feudal Japan and the Renaissance in Italy. We continue to explore our history that was started in year 7 we start to make clearer links between where we are now and how we got a nation and as a society. Students will undertake two research tasks as well as take a test on Renaissance Italy.

Key topics explored

- **Week 1 - 10:** Medieval Europe

Knowledge & Skills

- The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society (VCHK116).
- Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power (VCHK117).
- Perspectives of subject peoples and their interactions with power and/or authority of others (VCHK118).
- One significant challenge and one development faced by the society that caused progress or decline (VCHK120).
- The role and achievements of a significant individual and/or group (VCHK119).

Major Assessments

- **Week 8:** Medieval Research Task

For Parents

How can you help?

1. The environment is all around us. Ask your child about the different landscapes and landforms of a location that you may visit over the weekend.

2. Encourage children to engage with key topics: Perceptions of places, and Human interaction with the environment.

Resources to access more information:

- Jacplus Online
- Crash Course History

<https://www.youtube.com/user/crashcourse>

Health and Physical Education



General Overview

Health focuses on the dimensions of health, key health issues for youth, as well as personal safety strategies. While in Physical Education, students will be developing knowledge and skills related to cricket, softball, baseball, basketball and athletics.

Key topics explored

- **Week 1 - 2:** What is Health?
- **Week 3 - 10:** Nutrition

Knowledge & Skills

- Define the dimensions of Health. Including Physical, Social, Mental and Emotional Health.
- Develop the ability to recognise and utilise harm minimisation strategies.
- Examine the benefits of essential nutrients in food.
- Understand how to use guidelines (such as Recommended Dietary Intake) to assist in making dietary choices.

Major Assessments

- **Week 4:** Hitting and striking
- **Week 9:** Nutrition Test

For Parents

How can you help?

1. Encourage your child to analyse their dietary intake throughout the week against RDI guidelines.
2. Discuss how better food choices could be made in regards to lunch taken to school.

Resources to access more information:

- **The Australian Guide to Healthy Eating:** the Australian Guide to Healthy Eating is a food selection guide which visually represents the proportion of the five food groups recommended for consumption each day:

<https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>

- **Nutrient Reference Values:**

A reference guide for understanding food intake in regards to adequately consuming essential nutrients:

<https://www.nrv.gov.au/introduction>

Textiles



General Overview

In Year 8, the expectation is that students will be able to use a variety of equipment and materials, in order to learn an appreciation for creativity and design. They will be able to explore different textile medium, design and produce textile items, learn hand sewing and machine sewing, and communicate their self-evaluation of the outcomes.

Key topics explored

- **Topic 1:** Hand sewing techniques
- **Topic 2:** Make a personal pennant flag
- **Topic 3:** Make a textiles item using the sewing machine

Knowledge & Skills

- Textile items are made from fibres, yarns and fabrics.
- The Design process is used to create items with a purpose.
- Hand sewing and machine sewing have different purposes and results.
- New skills such as hand or machine sewing required patience and practice.
- Finished pieces can be evaluated objectively.

Major Assessments

- **Week 4:** Personal Pennant Flag
- **Week 7:** Machine sewing item
- **Week 10:** Visual Diary and Evaluation

For Parents

How can you help?

1. Encourage your child to sketch in their Visual Diary, drawing pictures from their imagination, from observation, or from images they collect.
2. Encourage your student to explore textiles items in their lives, such as noting the woven pattern on furnishing, reading labels on clothing, or learning how to do their own laundry.

Resources to access more information:

- [Introducing Design and Technologies \(pptx - 352.48kb\)](#)
- <https://www.education.com/activity/fabric-projects/>



General Overview

In Year 8, the expectation is that students will be able to use a variety of equipment and art medium, in order to learn an appreciation for creativity and design. They will be able to explore ideas about artworks, to produce artworks of their own, and to be able to communicate ideas about art.

Key topics explored

- **Topic 1:** The Elements of Art: Line, Shape, Form, Space, Colour, Value, Texture
- **Topic 2:** Exploring Line
- **Topic 3:** Exploring Colour
- **Topic 4:** Art Appreciation

Knowledge & Skills

- Elements of Art are the components artists use to structure artworks.
- Principles of Design help us to make decisions about using the Elements of Art.
- Different art medium can be used to obtain different results.
- We can learn from observing the artworks of others.
- Skills in art, such as sketching, painting and layout can be improved with practice.

Major Assessments

- **Week 5:** Line Drawing Piece
- **Week 7:** Art Appreciation
- **Week 10:** Colour Piece

For Parents

How can you help?

1. Encourage your child to sketch in their Visual Diary, drawing pictures from their imagination, from observation, or from images they collect.
2. Encourage your student to see the Elements of Art all around them – in nature, in the built environment, and in the artworks of others.

Resources to access more information:

- [Introducing Visual Arts \(pptx - 313.62kb\)](#)
- <http://www.pbs.org/parents/crafts-for-kids/>

Ceramics



General Overview

By the end of Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning. Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.

Key topics explored

- **Week 1:** Introduction to Tools, Equipment and Classroom expectations
- **Week 2 - 4:** Name Plaque (Slab technique)
- **Week 4 - 6:** Monkey (Pinch pot technique)
- **Week 6 - 10:** Name Plaque (Slab technique).

Knowledge & Skills

- Explore visual arts practices as inspiration to explore and develop own themes, concepts or ideas in artworks.
- Exploration of how artists use materials, techniques, technologies and processes to realise their intentions in art works.
- Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks.
- Develop skills in planning and designing art works and documenting artistic practice.
- Identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Major Assessments

- **12 March CAT 1:** Visual Diary
- **25 June CAT 2:** Practical Work

For Parents

How can you help?

1. Engage in conversations with your child about their work.
2. Encourage your child to visit local art galleries.

Resources to access more information:

- <https://youtu.be/VCRk1pSjD24>



WORKING TOGETHER, LEARNING TOGETHER