

# Year 8 Curriculum

Term Two





## General Overview

Students understand and analyse ways narrative texts are written, and spend time drafting and creating their own narrative pieces. Students will continue to practice the comprehension strategies of predicting, clarifying, summarising and questioning. Students will move to collaborate and interact with peers when comprehending a variety of reading texts in order to gain new insight from the text.

## Key topics explored

- **Week 1 - 8:** Narrative Writing
- **Week 8 - 10:** Introduction to The Giver

## Knowledge & Skills

- How to analyse language choices, including sentence patterns, dialogue, imagery and other language features in narrative texts.
- How literary devices create tone and new meaning in narrative texts.
- The specific structure and conventions of the narrative genre.
- How to make writing more engaging through the use of different types of sentences, grammatical conventions and word choice.
- Practice of four comprehension strategies: predicting, clarifying, questioning and summarising

## Major Assessments

- **Week 8:** Narrative Written Piece

## 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.
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](http://www.educationperfect.com/app/#/login)
- **Information on Reciprocal Teaching:**  
[www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracguidedrecip.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracguidedrecip.aspx)

# DiSCovery



## General Overview

DiSCovery is a holistic program that focuses on student self-development, learning and life skills, which are transferable to learning in all areas and which equip students for life beyond the College. The DiSCovery course is intended to be adaptable and can be adjusted to meet the specific needs of the students in any given week.

The work in DiSCovery aims to meet the Victorian Curriculum Personal and Social Capabilities. This capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

## Key topics explored

- Rights, Responsibilities and Respectful Relationships
- Values based actions at school, home and community
- Using character strengths in developing resilience
- Positive Coping
- Career Action Planning

## Knowledge & Skills

- Understand Career Action Plans and ways that participation helps to contribute to employability skills.

- Students identify their values and reflect on how these values integrate with the college values and the wider community.
- Students identify how they can take action in line with their values e.g. Upstanding behaviour strategies.
- Students develop positive coping strategies to assist them with the challenges of adolescence.
- Students develop an understanding of the rights and responsibilities people have as members of society.

## Major Assessments

- Completion of Career Action Plan

## For Parents

### How can you help?

1. Discuss career opportunities with your child and identify the skills needed in these careers.
2. Discuss the values of your family and how your actions align with these.
3. Discuss your strengths and those of your child, and how you use these to overcome challenges.
4. Discuss and share positive coping strategies with your child.

### Resources to access more information:

- **Compass:** Insights Tab Year Level Career Action Plan – 2019
- **Doncaster Careers Website:**  
<https://www.doncastercareers.com/>
- **What is Respectful Relationships?**  
<https://youtu.be/Pt5dA-mo1kk>



# 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 - 5:** Introducing current issues in the media
- **Week 6 - 10** Debating a point of view

## Knowledge & Skills

- Summarising, ordering and presenting information.
- Learning key language.
- Understanding spoken texts.
- Identifying and understanding persuasive techniques.
- Structuring a persuasive argument.

## Major Assessments

- **Week 6:** Listening Task
- **Week 9:** Point of view essay

## For Parents

### How can you help?

1. Encourage your child to watch and discuss the news.

### Resources to access more information

- 'Herald Sun'
- [www.news.com](http://www.news.com)
- [www.esl-lab.com](http://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 - 2:** Measurement
- **Week 3 - 5:** Real Numbers
- **Week 6 - 9:** Algebra
- **Week 10:** Exam Revision

## Knowledge & Skills

- Area and Volume of shapes.
- Multiplication, division, addition and subtraction of fractions.
- Terminating and recurring decimals.
- Substitution and working with brackets.

## Major Assessments

- **Week 3:** Measurement CAT
- **Week 6:** Real Numbers Test
- **Week 9:** Semester Exam

## 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-LTyy-LLT1oUSO\\_0FQ](https://www.youtube.com/channel/UCq0EGv-LTyy-LLT1oUSO_0FQ)
- **Khan Academy:** has lecture style videos with practice questions included.  
<https://www.khanacademy.org/math/cc-eighth-grade-math>
- **Math Game Time:** includes some games which help students practice fluency skills.  
<http://www.mathgametime.com/grade/7th-grade>

# 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

- STEAM Project
- Rocks
- Cells and Body Systems

## 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

- STEAM project
- Reproductive technologies/ Issues task
- Biology Test

- Particle weighted question

## For Parents

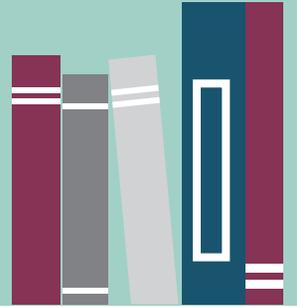
### How can you help?

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

# 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:** Nationalities
- **Week 5 - 6:** Languages
- **Week 8:** Talk about where people are born
- **Week 9 - 10:** Conjugating the verbs 'To Speak' and 'To Live'

## Knowledge & Skills

- Listening
- Speaking
- Reading
- Writing

## Major Assessments

- **Week 2:** Research Famous Italian Sportsperson/Musician
- **Week 8:** Grammar Assessment

## 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:** The Arts in France
- **Week 6 - 10:** People's physical appearance

## Knowledge & Skills

- Describing leisure activities in France and arranging a meeting.
- Describing someone's personality and appearance and expressing opinions about others.

## Major Assessments

- **1 May:** Role-play "Arranging a meeting"

## 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](http://www.nelson-net.com.au)
- Explore the following website: [www.languageonline.org.au](http://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 - 5:** School Subjects
- **Week 6 - 10:** Classes, Students and Timetable

## Knowledge & Skills

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

## Major Assessments

- **Week 3:** End of Unit Test
- **Week 9:** Research and Presentation

## For Parents

### How can you help?

1. Encourage students to revise 20 minutes every day.
2. Check student's Activity book and exercises book regularly.
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 1 - 3:** Place and Livability
- **Week 4 - 10:** Changing Nations

## 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

- **Common Assessment Task 2:** Fieldwork
- **Common Assessment Task 3:** 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 - 5:** Renaissance
- **Week 5 - 10:** Feudal Japan

## 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 (VCHHK116).
- Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power (VCHHK117).
- Perspectives of subject peoples and their interactions with power and/or authority of others (VCHHK118).
- One significant challenge and one development faced by the society that caused progress or decline (VCHHK120).
- The role and achievements of a significant individual and/or group (VCHHK119).

## Major Assessments

- **Week 5:** Renaissance Test
- **Week 9:** Feudal Japan AV Presentation

## For Parents

### How can you help?

1. Encourage your students to discuss what they learned in class
2. Explore with your students their own history to build connection between past and present.

### 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 fitness and relationships. We explore how these factors impact on individuals throughout their life. While in Physical Education, students will be developing knowledge and skills related to fitness, netball, AFL and soccer.

## Key topics explored

- **Week 1 - 6:** Fitness and fitness profiles
- **Week 7 - 10:** Relationships

## Knowledge & Skills

- Performing physical activities that improve health and skill - related components of fitness and analysing how the components are developed through these activities.
- Designing and monitoring a personal fitness plan that proposes realistic strategies for maintaining fitness, health and wellbeing.
- Understand the importance of valuable relationships in adolescence.
- Recognise the characteristics are of a healthy relationship.
- Analyse how roles and responsibilities change and evaluating strategies for managing these increasing responsibilities.

## Major Assessments

- **Week 6:** Fitness components in sport.

## For Parents

### How can you help?

1. Encourage your child to meet the Physical Activity and Sedentary Behaviour Guidelines.
2. Discuss how to develop and maintain healthy relationships within a range of contexts.

### Resources to access more information:

- **Guidelines:** Physical Activity and Sedentary Behaviour

<http://www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines>

- **Respectful Relationships:**

<http://fuse.education.vic.gov.au/Secondary>

# Drama



## General Overview

In Drama, students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform.

## Key topics explored

- **Week 1 - 2:** Expressive Skills
- **Week 2 - 5:** Mime
- **Week 6 - 10:** Melodrama

## Knowledge & Skills

- Identify, explain and apply the four expressive skills.
- Identify, explain and apply the conventions of mime.
- Identify, explain and apply the conventions of melodrama.
- Reflect on learning; identifying areas of strength and weakness and set goals for further development.

## Major Assessments

- **Week 5:** Mime Small Group Performance
- **Week 9:** Melodrama Small Group Performance
- **Week 10:** Drama Journal

## For Parents

### How can you help?

1. Ask your child if they have completed their Drama Journal entry for this week.
2. Ask your child what character they are working developing at the moment. Invite them to show you how they plan to walk, talk, move, and use facial expressions to the attitude and emotions of this character.



## 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/>

# 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:

- <https://www.education.com/activity/fabric-projects/>



WORKING TOGETHER, LEARNING TOGETHER