

Year 8 Curriculum

Term Four





General Overview

DiSCoverry 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.

Key topics explored

- Careers Education
- Stress Management
- Decision Making
- Understanding Year 9

Knowledge & Skills

- Demonstrate how values influence self-concept (e.g. respect for self, family and others).
- Understand how individual characteristics contribute to achieving personal, educational and professional goals.
- Develop a profile of important strengths and abilities to improve self-image and self-esteem.
- Apply their knowledge of their interests, values and beliefs to planning and decision making
- Students reflect on the influence of emotions on behaviour, learning and relationships.
- Students reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability.
- Students assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.

Major Assessments

- Careers Project
- Review and Reflect books
- Career Action Plans

For Parents

How can you help?

1. Discuss the skills and knowledge which you call upon to within you career and family life.
2. Utilise the College planner for questions which promote positive reflections.
3. Discuss how you approach decision making throughout your day and how you work through a range of options to a given scenario.

Resources to access more information:

- [Resilience, Right & Respectful Relationships](#)

The Arts: Art



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](#)
- [Public Broadcasting Service \(PBS\)](#)

The Arts: 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

Students understand and analyse the ways visual images are constructed and the meaning they can impart when paired along with texts. Students will also understand issues from contemporary indigenous society. Students will have the opportunity to self-select a text and move to collaborate and interact with peers when comprehending a variety of reading texts in order to gain new insight from the text. Students will continue to practice the comprehension strategies of predicting, clarifying, summarising and questioning and share their insight with their peers in an oral presentation.

Key topics explored

- **Week 1-6:** Visual Images
- **Week 7-10:** Student Selected Reading Program

Knowledge & Skills

- Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects.
- Practise and sharing of four comprehension strategies: predicting, clarifying, questioning and summarising.

Major Assessments

- **Week 6:** Analysis of Visual Images (CAT 06)
- **Week 10:** Oral Presentation of Argument (CAT 07)

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* and understand the ideas issues and themes.
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](#)
- [Information on Reciprocal Teaching](#)



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 texts, and participate in individual and group activities.

Key topics explored

- **Week 1-6:** Creative Writing
- **Week 7-10:** Persuasive Language

Knowledge & Skills

- Writing imaginatively.
- Summarising, ordering and presenting information.
- Revising key language.
- Understanding spoken texts
- Revising persuasive techniques.
- Revising how to write a persuasive argument.

Major Assessments

- **Week 6:** Creative Writing
- **Week 8:** Listening Task
- **Week 9:** Debating

For Parents

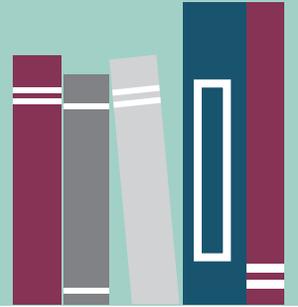
How can you help?

1. Encourage your child to complete online listening activities.

Resources to access more information:

- [ESL lab](#)

Health and Physical Education



General Overview

Health focuses on mental health and fitness. We explore how these factors impact on individuals throughout their life. While in Physical Education, students will be developing knowledge and skills related to badminton, tennis, touch rugby and fitness.

Key topics explored

- **Week 1-10:** Mental health and well-being
- **Week 8-10:** Fitness
- **Key sports explored:** Badminton, Tennis, Touch rugby, Fitness

Knowledge & Skills

- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.
- Further develop an individual's emotional maturity in a range of contexts.
- Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans.
- Students form the ability to analyse their physical fitness.

Major Assessments

- **Week 4:** Fitness profiles

For Parents

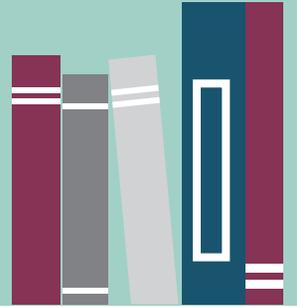
How can you help?

1. Discuss with your child strategies to address mental health .
2. Encourage your child to try a mindfulness strategy throughout the week.

Resources to access more information:

- [Smiling minds](#): a resource for mindfulness
- [The Resilience Project](#): a resource for resilience

The Humanities: 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 1-5:** Place and Livability
- **Week 6-10:** 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.

Major Assessments

- **Week 8:** Common Assessment Task 3

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, human interaction with the environment.

Resources to access more information:

- [Jacplus Online](#) - Geography Alive 8
- [OXFAM Education](#) has a range of topics available to explore, aimed at school aged children.
- [World Fact Book](#) is where you will find data on any particular country you're interested in.
- [Zoos Victoria](#) has information on part of our study of grasslands, students will engage with Zoos Victoria's Fighting Extinction Program.

The Humanities: History X



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

Major Assessments

- **Week 8:** Medieval Europe Research Task

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:

- [Enhanced Learning Educational Services \(ELES\)](#)

suggested topics - summarising, assignment skills and research skills

- Jacplus Online
- [Crash Course History](#)

Languages: Chinese



General Overview

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

Key topics explored

- **Week 1-5:** Food and Drink, Character Investigation
- **Week 6-10:** Daily meals, Chinese Food, Radicals

Knowledge & Skills

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

Major Assessments

- **Week 5:** 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. Have a conversation with your child/ children about what they learned in class today.
3. Check student' workbook and exercise books regularly.
4. Encourage students to use Language Perfect regularly.

Resources to access more information:

- Student book and Workbook
- [Language Perfect](#)

Languages: 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. In term 3 we are continuing to extend our knowledge of French culture and language.

Key topics explored

- **Week 1-5:** Leisure activities
- **Week 6-10:** Future activities and celebrations

Knowledge & Skills

- Continuing our conversation skills in French.
- Knowing regular and irregular verb conjugations.
- Extending vocabulary to include leisure activities and celebrations in France.
- Knowing how to say you will be doing something .

Major Assessments

- **Week 4:** Unit Test
- **Week 9:** Unit Test

For Parents

How can you help?

1. Encourage students to revise 20 minutes every day.
2. Have a conversation with your child/ children about what they learned in class today.
3. Check student' workbook and exercise books regularly.
4. Encourage students to use Language Perfect regularly.

Resources to access more information:

- Student book and Workbook
- [Language Perfect](#)

Languages: 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 1-3:** Food
- **Week 4-7:** Mangiare & -isc verbs
- **Week 8-9:** Ordering food & drink
- **Week 10:** CAT preparation

Knowledge & Skills

- Basic skills: listening, speaking, reading and writing.
- Cultural Awareness

Major Assessments

- **Week 7:** Grammar & Listening Assessment

For Parents

How can you help?

1. Encourage students to revise 20 minutes every day.
2. Have a conversation with your child/ children about what they learned in class today.
3. Check student' workbook and exercise books regularly.
4. Encourage students to use Language Perfect regularly.

Resources to access more information:

- Student book and Workbook
- [Language Perfect](#)

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

- Linear Equations
- Coordinates and Linear Graphs
- Probability

Knowledge & Skills

- Sketching graphs.
- Solving equations.
- Assigning numerical probabilities to events.

Major Assessments

- End of Semester Exam
- Linear Equations 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.
- [Khan Academy](#) has lecture style videos with practice questions included.
- [Math Game Time](#) includes games which can help students practice their fluency skills.



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.

Major Assessments

- Experimental Investigation – Chemical Reactions
- Reproductive Technologies/Issues CCT Task
- STEAM Project

Key topics explored

Please refer to table below for topics covered by each of the Year 8 classes.

8C	8D	8A	8F	8K	8G	8I	8E	8H	8B	8J
Chemical Change	Chemical Change	Chemical	Rocks	Steam	Rocks	Rocks	Systems	Systems	Chemical Change	Steam
STS	STS	Chemical Change	Chemical Change		Chemical Change	Chemical Change	Chemical Change	Chemical Change		Steam
Head Start										

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 resources](#)
- [Bite Size](#)
- [ABC Kids](#)
- Science Quest Year 8 Textbook

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.

Technologies: Digital Technology



General Overview

Digital Technology explores the wider societal changes as a result of the increasing use of digital technologies in society. The use of a 3D printer is then the basis for looking at some ideas about designing a digital product. Students also look at the structure of an information system using the Input > Processing > Output model. Using this idea, students learn how inputs can be processed by programming an Arduino processor to produce outputs. Lastly, students combine all of these ideas to make an analysis, design, and make a digital product of their choosing.

Key topics explored

- **Week 1:** Why Digital Technology
- **Week 2:** Design and 3D printing
- **Week 3-5:** Using an Arduino as part of a Computer System
- **Week 6-10:** Design and Development of a Digital Product - Student Chosen Project

Knowledge & Skills

- Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data.
- Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors.
- Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints.
- Evaluate how well student-developed solutions and existing information systems

meet needs, are innovative and take account of future risks and sustainability.

Major Assessments

- **Week 5:** Arduino Project
- **Week 9:** Analysis and Design Digital Project

For Parents

How can you help?

1. Discuss the changes around Digital Technology that you have seen in your lifetime.
2. Discuss the ways you use Digital Technology at home, in the workplace, and in other contexts.
3. Discuss what your son/daughter has learned each week in DigiTech.

Resources to access more information:

- [“Humans need not apply”](#) video discussing some of the changes expected from the maturing of some digital technologies.
- [Foundation for Young Australians “Future of Work” reports](#) outlines how digital technologies are already and will continue to change the future world of work.

Technologies: Surface Design 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 Flags
- **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:

- [Education Fabric Projects](#)
- [Introducing Design and Technologies](#)



WORKING TOGETHER, LEARNING TOGETHER