

**YEAR 8
CURRICULUM GUIDE**

2009

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INTRODUCTION

At Parkwood Secondary College we believe that the content and delivery of our curriculum addresses the learning needs of students in the middle years of schooling. We provide a varied and challenging program for students in Year 8 and students are given a range of opportunities through which they can develop their interests and talents.

OBJECTIVES OF YEAR 8

- to allow students to participate in challenging units of work which are suitable and relevant to their ability level, interest and maturity
- to allow students to explore and develop their interests across a broad range of subject areas

Year 8 and Levels of Skill Development

Curriculum content, assessment and reporting are aligned with the Victorian Essential Learning Standards.

COURSE STRUCTURE

THE KEY LEARNING AREAS

English	Mathematics	Science	Health & Physical Education
Humanities	The Arts	Languages Other Than English (LOTE)	Technology

STRUCTURAL ORGANIZATION OF THE COLLEGE

Years 10, 11 and 12 | **Senior Sub-School**

Years 7, 8 and 9 | **Junior Sub-School**

Key Learning Area: **Arts**

Unit Title:

Visual Arts

Unit Description

Art involves students working in a variety of different studio areas. These studio areas will include:

- Drawing
- Painting
- Printmaking
- Sculpture

Students will develop ideas and learn a variety of skills and techniques. An analysis and appreciation of artists' work will relate to students' practical tasks, students are required to produce a diverse folio of work along with support material (visual diary).

Assessment Tasks to Demonstrate Learning Outcomes

Assessment tasks will cover the following areas:

- Arts Practice
- Responding to the Arts

1. Folio
2. Finished Pieces
3. Theory and Analysis

Notes:

- ***The folio is made up of a series of drawings and technical exercises. This will centre on certain themes. This will also include the visual diary which is used to explore and develop ideas.***
- ***Theory and analysis refers to the analysis, interpretation and evaluation of student work and artists' work as well as theory tasks set by the teacher.***

Key Learning Area: **Arts**

Unit Title:

Performing Arts

Unit Description

This course is focused on the students preparing for, and delivering, a performance to their classmates. The students are able to choose an area in which they would like to work including dance, instrumental, drama, puppets/mask and vocals. Students then work in small groups and rehearse in their chosen area. Depending on time available, it may be possible for a student to work in two areas.

Basic theory is also covered. Students are required to further develop the basic theory skills that are covered in Year 7. Reading and writing music using the treble staff and its notes is enhanced through the playing of instruments. Note values from quavers to semibreves are covered.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

- Arts Practice
- Responding to the Arts

1. Class Rehearsals
2. Performance
3. Theory Test

Key Learning Area: English

Unit Title:

English

Unit Description

Students will continue to develop their skills of reading, writing, speaking and listening, as part of the assessment of VELS Standards and an integrated approach to learning and thinking. They will be encouraged to extend their vocabulary, by reading widely and making more sustained responses to both comprehension and text tasks, in order to better appreciate different forms of literature. They will use a range of writing styles, undertake specific exercises to develop competence in written expression, while participating constructively in both informal and planned oral communication. Students will also continue to be presented with opportunities to enhance their Learning Technologies skills and extend their knowledge and use of the Thinking Curriculum.

Assessment Tasks To Demonstrate Learning Outcomes

- 1. Language Tasks** - use of *English Skills Builder – Book 2*, including spelling, *Successful Spelling* (retain from Year 7)
- 2. Writing Folio Tasks**
 - paragraphing, writing styles (e.g. creative writing, imaginative, informative, argumentative, personal/reflective, etc.).
- 3. Issues Response/Research Tasks**
 - Comprehension/media exercises
- 4. Oral Presentations**
- 5. Text Response Tasks:**
 - Wide Reading Tasks (at least 2 per term) – related to the RIBIT program
 - ❖ Semester 1 – *Holes*, (Fictional Text)
 - ❖ Semester 2 – *Stand By Me* or *Whale Rider* or *Billy Elliot* (Film Texts); *The Giver* (Fictional Text)

Key Learning Area: English

Unit Title:

Challenge English

Unit Description

This is a course designed to allow highly motivated students to continue to work at a higher level in Year 8. Students will be expected to be working at VELS Level 5 in Semester 1 and VELS Level 5.5 in Semester 2. Like students in the Year 8 Core English, they will continue to extend their skills and knowledge about reading, writing, speaking and listening, as part of the assessment of VELS standards and an integrated approach to thinking and learning. Teaching ideas such as Self Paced Learning and a Negotiated Curriculum, will remain an essential part of this course, as well as further implementing the educational philosophy of Socratic Seminars or Literature Circles. Students will also be given increased opportunities to improve their Learning Technologies skills and their understanding of the Thinking Curriculum.

Assessment Tasks To Demonstrate Learning Outcomes

1. Language Tasks – use of text, *English Skills Builder – Book 2*.

- continued review of parts of speech, punctuation, grammar, vocabulary - including spelling, *Successful Spelling* (retain to Year 9)

2. Writing Folio Tasks

Continued review of the following:

- paragraphing and sentence structure
- planning and drafting
- writing styles (personal, creative, imaginative/descriptive, informative/instructional, argumentative/persuasive, expository/analytical)
- purpose and audience
- different writing formats
- poetry analysis

3. Oral Presentations – including oral book reports, poetry recitations, debates and panel discussions

4. Issues Response/Research Tasks

- research (include one research report).
- issues response, media skills and knowledge, persuasive language, analytical skills, development of a point of view
- comprehension/media tasks

5. Text Response Tasks (at least 2 per text and 2 Textual Reviews per Term):

Semester 1: **Review of Socratic Seminars/Literature Circles**, Study of an issue-based text.
Parvana, Fictional Text

Semester 2: *The Giver*, Fictional Text; *Bend It Like Beckham*, Film Text.

Encourage an interest in Wider Reading by the discussion of different kinds of texts and the assessment of regular Textual Reviews.

Key Learning Area: **LOTE**

Unit Title:

Indonesian

Unit Description

Students will consolidate their introductory knowledge of spoken and written Indonesian and expand their understanding of Indonesian grammar. They will use everyday topics to practise their Indonesian. The four skills of speaking, listening, reading and writing will be assessed.

Assessment Tasks to Demonstrate Learning Outcomes

1. Listening

Demonstrate comprehension of factual information drawn from topics of interest or other areas of the curriculum, by comparing, explaining, drawing conclusions, discussing options – Topic Tests.

2. Speaking

Provide factual information and manipulate formulaic language to express personal meaning in short conversations, role-plays or oral reports – Oral Tasks.

3. Reading

Identify key points of information and the overall purpose of texts, and use the information to make a simple evaluative comment, a list of main points or a simple report – Reading Tasks.

4. Writing

Write simple linked sentences to convey ideas, information and plans, and present the information in a logical sequence of two or three paragraphs – Writing Tasks.

***Key Learning Area:* Mathematics**

Unit Title:

Mathematics

Unit Description

Year 8 Mathematics is the second step on a path that will eventually lead students to a variety of studies in VCE Mathematics. As with our entire junior school curriculum, the Year 8 program is based on the Victorian Essential Learning Standards.

The course includes the following areas: Whole numbers techniques, Directed numbers, Percentages, Ratio, Measurement, Algebra, Equations, Cartesian graphs Geometry and Chance and Data.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following strands from the VELs:

- Space
- Number
- Measurement
- Chance & Data
- Algebra
- Reasoning and strategies

1. Topic Tests
2. Assignments

Challenge Program students are directed towards the analysis sections of each chapter of the student text and are involved in extension activities.

Key Learning Area: PE/Health

Unit Title:

Physical Education

Unit Description

During Term One, students will extend their proficiency in performing and applying striking skills to a variety of sports and physical activities. Term Two involves students learning basic knowledge and skills in health and fitness through practical application in class. During Term Three, students will explore basic body movement patterns and devise sequential movement routines whilst performing in gymnastics, dance and aerobics. In Term Four, students experience a season of sport, working with a regular team. Students will become competent, literate and enthusiastic sportspeople.

In order to pass the requirements of Physical Education, students must be in full PE uniform in a minimum of 80% of the classes as well as completing the workbook to a satisfactory standard.

Assessment Tasks To Demonstrate Learning Outcomes

1. Participation
2. Skill Development
3. Workbook
4. Participation in PE uniform

***Key Learning Area:* Science**

Unit Title:

Science

Unit Description

The topics outlined in this Year 8 Science core encompass the four Science Dimensions, namely Biological, Chemical, Physical, and Earth and Space Sciences.

This unit will focus on the following topics:

Biological Science:

- **Systems for Survival** - investigations of how organisms obtain nutrients including a study of the respiratory, digestive and circulatory systems
- **Keeping Healthy** – investigates how to achieve a healthy lifestyle by delving into issues such diet, exercise and hygiene.
- **Ecosystems** – this topic investigates the structure of ecosystems and how humans have impacted on these and strategies for conservation

Chemical Science:

- **Chemical Reactions** – an investigation into the reactions occurring around us and the factors affecting these reactions

Earth and Space Science:

- **Rocks of Ages**– studying the Earth’s changing surface
- **The Universe Exposed** – investigations of our Galaxy

Physical Science:

- **Sensational Waves** – describes the characteristics of transmission of light, sound and heat
- **Making Life Easier** – explores the underlying theories of force and motion through the investigations of machines
- **Forced to Move** – investigations into forces and motion

Assessment Tasks to Demonstrate Learning Outcomes

- 1. Practical Reports**
- 2. Assignments (research projects, models, posters and concept maps)**
- 3. Tests**

Some of these will involve the use of learning and information technologies.

Students involved in the Challenge Program will also complete negotiated projects and extension activities.

Key Learning Area: Humanities

Unit Title:

Geography

Unit Description

Students are involved in developing geographic knowledge and skills including the presentation, interpretation and analysis of geographical formats. Students will identify and compare the location, distribution and characteristics of places and regions in Australia and the world; in addition to examining and explaining how natural processes and human activities create changes in environments.

Students will investigate how people's use of natural and human environments change over time, and devise strategies to manage the impacts of the change.

Regions, environments and topics that students will investigate include: Antarctica; Papua New Guinea; rainforests; rivers; oceans; endangered species and national parks.

Assessment Tasks To Demonstrate Learning Outcomes

1. Topic Tests
2. Practical Exercises
3. Research/Assignment Tasks

Challenge Program students are involved in negotiated projects and extension activities.

Key Learning Area: Humanities

Unit Title:

History

Unit Description

This unit will consider societies from the Dark Ages to the Renaissance and the Age of Discovery.

Students will investigate, analyse and describe the daily life of various social groups and their culture. This will include what it was like to be a knight or Samurai, who lived in castles and how it compared to the lives of the peasants living in the villages. Students will look at how the countries were ruled and what the laws were like.

In the study of the Renaissance, students will investigate the huge advances in knowledge and understanding in areas such as medicine and science and the importance of men like Leonardo Da Vinci in developing this understanding.

The course will also consider the importance of trade and its impact on the spread of new ideas. Students will also study the voyages of discovery of explorers like Magellan and Columbus and the invasion of the New World.

Assessment Tasks To Demonstrate Learning Outcomes

1. Tests
2. Practical exercises
3. Research/Assignment Tasks

Challenge Program students are involved in negotiated projects and extension activities.

Key Learning Area: **Technology**

Unit Title:

Food Technology

Unit Description

This unit covers the principles of food technology as they relate to healthy eating choices. Students investigate the ‘Ten Dietary Guidelines’ and produce meals that fall into the various categories of these guidelines. In doing so, students will respond to the technology process and learn to investigate, design, produce and evaluate food products.

Students will increasingly work towards independence as the unit progresses. At this level students will be able to independently and accurately follow a recipe, making appropriate use of the time available. They will also be able to explain and demonstrate safe and hygienic methods of food preparation and storage. Students will participate in practical and theoretical activities to achieve the objectives described.

Assessment Tasks to Demonstrate Learning Outcomes

These cover the following areas:

- Investigating
- Designing
- Producing
- Evaluating

1. Workbook/Journal Activities
2. Practical Work
3. Research Tasks

Key Learning Area: Technology

Unit Title:

Design and Technology - Materials

Unit Description

Materials are the building blocks of Technology. An understanding of their properties and uses is essential in product design and development. Students will work with a selection of materials, which could include fabric, metal, timber and plastic. Their products will be designed and produced according to a design brief. The course follows the technology process of Investigating, Designing, Producing and Evaluating.

The Literacy focus for this Key Learning Area is the use of procedural texts (written and visual) to follow instructions, such as design briefs. Students evaluate products in written or visual form and create their own procedural texts.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

- Investigating
- Designing
- Producing
- Evaluating

1. Design
2. Products
3. Investigative Report
4. Evaluation

Key Learning Area: **Technology**

Unit Title:

Multimedia

Unit Description

This unit covers the basic principles of digital multimedia. Students will work with web editing software to develop their personal websites as a vehicle for publishing the multimedia work they will produce.

Students will develop skills and techniques in using the digital still camera, digital video camera, uploading/capturing images and audio, and the use of image, audio and video editing software. The use of software to produce animations will also be investigated.

Students will be required to produce a folio of samples of work demonstrating their skill development in these areas. This folio will be published on the student's personal website.

Assessment Tasks to Demonstrate Learning Outcomes

These cover the following areas:

- Investigating
- Designing
- Producing
- Evaluating

1. Folio of samples of work
2. Multimedia Project
3. Research Tasks

***Key Learning Area:* PE and Health**

Unit Title:

Personal Development

Unit Description

Personal Development aims to offer support to students so that they can maximise their learning and enjoy their time at school. For learning to be enhanced, students must feel secure, valued and have a sense of being “connected” to family, community and school. Underlying the development of these skills is the formation of appropriate values so that the essential life skills of good self-esteem, “connectedness” and resiliency to the ups and downs of life can best be acquired.

In the choice of relevant topics to be studied, Year 8 Personal Development continues with the important themes of “good” friendship, effective communication and appropriate value formation which were introduced in Year 7. Also in the course of a semester, the topics of handling stress, good time management, positive well-being and the effects of grief caused by a loss in life are examined.

Assessment Tasks To Demonstrate Learning Outcomes

1. Satisfactory completion of Personal Development assessment activities
2. Satisfactory participation in class activities and discussion