

# **YEAR 8 COURSE OUTLINES**

## **2010**

- **ENGLISH**
- **MATHEMATICS**
- **SCIENCE**
- **FRENCH OR GERMAN**
- **HISTORY AND GEOGRAPHY**
- **PHYSICAL EDUCATION, SPORT & HEALTH**
- **MUSIC**
- **ART AND TECHNOLOGY**

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>ENGLISH</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## **DIMENSIONS**

- Reading
- Writing
- Speaking and Listening

## **CONTENT**

The set texts continue the theme of imagined worlds begun in Year 7. The structure of the course mirrors that of Year 7 in the organisation of oral communication and the use of the library and computer facilities. All students will compete in the Year 8 Public Speaking Competition. In addition students may be introduced to Internet research projects. They will also be challenged to compare and contrast texts, and to begin to engage with the notions of audience and social context. Writing tasks, though still anchored in the area of creative writing, will reflect these concerns.

Note that text selection may vary slightly from year to year

## **ASSESSMENT**

Assessment is focused on the three dimensions: **Reading, Writing and Speaking/Listening**. The following are assessed:

- Creative writing exercises. Please note that students are encouraged to critically reread their work, and to redraft where necessary, and that their ability to do this is assessed.
- Flexible assignments connected to the set reading material.
- Written exercises designed to extend vocabulary and clarify grammatical problems.
- Wide reading. Students' ability to use the library and be venturesome in reading are assessed.
- Oral communication: the ability to speak clearly and usefully, and to listen and process information.

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>ENGLISH AS A SECOND LANGUAGE</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>NOT APPLICABLE</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>S1-S4</b>

## **DIMENSIONS**

The dimensions are best explained in their relationships to learning outcomes. In listening and speaking, students are expected to use their skills to communicate to others in a wide variety of situations. In reading, students are expected to read a variety of texts and gain an understanding of the organisational and language features. In writing, students are taught to improve their written expression and expand their repertoire of writing styles.

## **CONTENT**

Two or three set texts (class sets) are studied to introduce challenging questions about nature and social contexts. Comprehension and composition work on novels and appreciation of themes and character study within a novel, are important parts of the course. Class discussions emphasise good oral presentation as well as content. Grammar is taught via thematic units which relate to students' needs and the topics that they study in other domains. Wide reading is fostered.

## **ASSESSMENT**

- Creative writing exercises. Students are encouraged to critically reread and redraft their work and their ability to do this is assessed.
- Flexible assignments connected to the set reading material and unit work.
- Written exercises designed to extend vocabulary and improve written expression.
- Wide reading and presentation of book reports.
- Oral communication : discussion, talks, play reading, informal debates.

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>MATHEMATICS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## DIMENSIONS

- Number
- Space
- Measurement, Chance and Data
- Structure
- Working mathematically

## CONTENT

The course is designed to provide a broad background in Mathematics. Emphasis is placed on the mastering and development of basic mathematical skills, concepts and their application in real life.

<b>Number</b>	<b>:</b>	Directed numbers; order of operations; ratio; percentages and applications; estimation and rounding off; perfect squares; roots.
<b>Space</b>	<b>:</b>	Angles and parallel lines; classification and properties of polygons; visualisation and transformations; co-ordinate number plane.
<b>Measurement, Chance and Data</b>	<b>:</b>	Perimeter, area, surface area and volume of simple and composite figures; simple rates; distance; time; speed; interpreting timetables; estimating length, area, mass, capacity : Summarising data using mean, median, mode; stemplots; assigning probabilities in one-step experiments.
<b>Structure</b>	<b>:</b>	Algebraic expressions; distributive law; linear equations and inequations; index laws; generating tables of values from given rules; graphs of linear functions.
<b>Working mathematically</b>	<b>:</b>	Development of logical argument; further development of calculator and computer use; further development of problem-solving strategies.

**ASSESSMENT is focused on the dimensions. The following are assessed.**

- Skills and Applications.
- Analysis
- Projects/Use of Technology

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>SCIENCE</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## DIMENSIONS

Science knowledge and understanding  
 Science at work

These dimensions are drawn from the traditional areas of chemistry, physics, earth science and biology and include all major concepts such as heat and energy. Knowledge about the processes and procedures of science are incorporated into the dimensions. As students progress through the levels the content becomes more sophisticated, with more complex explanations and models, more involved investigations and an increase in quantitative work.

## CONTENT

Throughout the year topics are studied from each of the four disciplines of Science. The order in which the topics are completed will vary from class to class.

<b>Disciplines</b>	<b>Topic</b>
Chemical Science	: Elements and Compounds; Chemical reactions
Physical Science	: Energy; Electricity; Sound and Heat
Earth and Space Science	: The changing Earth; Earth, moon and sun
Biological Science	: Nutrients; Transport highways; Adaptations

## ASSESSMENT

Student achievement of the dimensions for this level is assessed by a variety of strategies throughout the year. This assessment program will allow students to demonstrate:

- scientific knowledge
- application of scientific knowledge
- process skills
- scientific attitudes
- scientific communication

The graded work on the semester report represents only **some** of the assessment tasks used.

As part of the assessment of student achievement, the following tasks are graded in each of the four disciplines:

- Topic tests
- Assignments
- Science processes and procedures

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>LOTE (FRENCH)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8 ELECTIVE</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

**DIMENSIONS**

- Communicating in a LOTE
- Intercultural knowledge and language awareness

**CONTENT**

Skills pertaining to listening, speaking, reading, writing and cultural awareness are developed through the study of the themes below. By the end of Year 8, students should be able to use the language necessary to communicate in these situations:

- Describe pets
- Describe family: members, ages
- Talk about food and meals
- Describe daily routine
- Describe people
- Talk about sports, leisure activities
- Describe school timetable

**ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- End of year exam

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>LOTE (GERMAN)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8 ELECTIVE</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

### **DIMENSIONS**

- Communicating in a LOTE
- Intercultural knowledge and language awareness

### **CONTENT**

Skills pertaining to listening, speaking, reading, writing and cultural awareness are developed through the study of the themes below. By the end of Year 8, students should be able to use the language necessary to communicate within the range of these topics.

- Places around town, sports
- Transport
- Buying food
- Clothes & fashion
- Describing people
- At home

### **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- End of year examination
- Cultural work

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>HUMANITIES (GEOGRAPHY &amp; HISTORY)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## **DIMENSIONS**

- Geographic knowledge and understanding
- Geospatial skills
- Historical knowledge and understanding
- Historical reasoning and interpretation

## **CONTENT**

- Bushfires
- Medieval world
- Antarctica
- Golden age of Islam
- Rivers
- Renaissance
- Natural hazards
- Voyages of discovery

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Projects including field trip reports
- Data interpretation and historical source analysis
- Workbook
- Tests

<b>STRAND</b>	<b>:</b>	<b>PHYSICAL, PERSONAL AND SOCIAL LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>PHYSICAL EDUCATION, SPORT &amp; HEALTH</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

**DIMENSIONS**

- Movement and physical activity
- Health knowledge and promotion
- Interpersonal development

**CONTENT**

<b>Swimming:</b>	<ul style="list-style-type: none"> <li>• Stroke technique</li> <li>• Survival skills and rescues</li> <li>• Turns and diving</li> </ul>	<b>Gymnastics:</b>	<ul style="list-style-type: none"> <li>• Core stability &amp; posture</li> <li>• Balances</li> <li>• Rotation</li> <li>• Swing</li> <li>• Spring</li> <li>• Flexibility</li> </ul>
<b>Motor Skills:</b>	<ul style="list-style-type: none"> <li>• Striking Skills: softball, baseball, cricket</li> <li>• Catching Skills: basketball, Netball, korfbal, lacrosse</li> <li>• Tennis</li> </ul>	<b>Athletics:</b>	<ul style="list-style-type: none"> <li>• Running events, relays and hurdles</li> <li>• Shot put, javelin, discus</li> <li>• High jump, long jump, triple jump</li> </ul>
<b>Football Codes:</b>	<ul style="list-style-type: none"> <li>• Australian rules</li> <li>• Soccer</li> <li>• Touch rugby</li> <li>• Gaelic Football</li> </ul>		
<b>Theory:</b>	<ul style="list-style-type: none"> <li>• Basic First Aid</li> <li>• Personal identity and values</li> <li>• Relationships</li> <li>• Participation in physical activity</li> <li>• Body systems</li> <li>• Nutrition</li> <li>• Drugs and alcohol</li> </ul>		

**ASSESSMENT**

Assessment is focused on the dimensions Participation is the key part of assessment, as well as:

<b>Swimming:</b>	<ul style="list-style-type: none"> <li>• Stroke technique</li> <li>• Survival skills</li> <li>• Rescue</li> </ul>	<b>Athletics:</b>	<ul style="list-style-type: none"> <li>• Skills tests</li> </ul>
<b>Motor Skills and Football Codes:</b>	<ul style="list-style-type: none"> <li>• Rules tests</li> <li>• Skills improvement</li> <li>• Teamwork</li> <li>• Tactics</li> </ul>	<b>Gymnastics:</b>	<ul style="list-style-type: none"> <li>• Routine work</li> <li>• Skills tests</li> </ul>
		<b>Theory:</b>	<ul style="list-style-type: none"> <li>• Workbook</li> <li>• Assignments</li> <li>• Group Work</li> </ul>

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS : MUSIC</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

**DIMENSIONS**

- Creating and making
- Exploring and responding

**CONTENT**

Students undertake a variety of musical activities. These include:

- Theory : Grade Two theoretical work which enables students to play and write music in a range of styles
- Composition : Create works based on melody and rhythm, some of which are notated, recorded, performed and/or published. These will either be handwritten or produced using music software.
- Performance : Students learn to play keyboards and extend their ability by playing a variety of pieces which are performed as solos or small classroom ensembles.
- Listening and Responding : Students listen to a range of music in different styles and make critical responses using a variety of media. Students become aware of the socio-cultural background of these works.

**ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Theory
- Composition
- Performance
- Listening and responding

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8 VISUAL ARTS</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## **DIMENSIONS**

- Creating and making
- Exploring and responding

## **CONTENT**

### **Creating and making**

The practical course will reinforce skills, processes and techniques introduced in Year 7. A diversity of inspiration will be encouraged when developing both two and three – dimensional art forms. They will include observation, imagination, personal experience and research. Units of study will include drawing, painting, mixed media, sculpture, printmaking and collage. The formal elements and principles of design will continue to be emphasized throughout the practical course.

### **Exploring and responding**

Skills in art criticism and aesthetics will be introduced concurrently with practical tasks. Students will research, discuss and write about their own and others' art works. They will identify and analyse selected styles, historical contexts and media, using appropriate terminology.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Exploration and development of ideas.
- Skills and techniques.
- Analysis of art works.

<b>STRAND</b>	<b>:</b>	<b>INTERDISCIPLINARY LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>DESIGN, CREATIVITY AND TECHNOLOGY</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>8</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## **DIMENSIONS**

- Investigating and designing
- Producing
- Analysing and evaluating

## **CONTENT**

Design, creativity and technology gives students the knowledge and skills to produce quality products that meet human and environmental needs. Students manipulate materials including wood, fibres or fabrics, metals, plastics to make innovative and original products. In choosing materials students think carefully about technical, social, economic, legal, environmental and ecological considerations. Students use workshop classrooms that have been specifically designed to provide a healthy and safe working environment. They experience a wide range of tools and equipment in the making of their products and a variety of joining techniques are investigated and applied. In Technology studies students are also introduced to a range of computer – aided design skills and processes, product design rendering, marketing and engineering drawing.

In the systems strand students learn about a large range of systems – electronic and mechanical (including pneumatic and hydraulic). Students may work with computer controlled devices using commercial kits, where they make parts to achieve an electronically controlled outcome. Also, they may use a variety of energy sources for powering systems, and consider concepts such as load, effort, force, speed and motion. In systems a range of methods, appropriate technical language and symbols are used to communicate ideas. Students use block diagrams, the software package Crocodile Clips to build electronic systems, CAD packages as well as procedural and work plans.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Technology workbook (investigation, design and evaluation)
- Practical tasks (production)
- Safe and appropriate use of equipment and resources