

# 2019 Year 8 Curriculum

In Year 8 students belong to the same group for Mathematics, English and Science. This provides opportunities for students to develop cross-curricular links between subjects.

Students develop skills and technological literacies using laptop computers across the learning areas.

## Core Subjects

Students all study the following:

Agriculture

Humanities

Art & Design

Mathematics

Design & Technology

Music

Drama

Physical Education & Health

English or EAL

Science

Food Technology

## Elective Subjects:

Students choose from Chinese and French (or \*Cross Curriculum Studies).

Students may select Dance; this will be instead of Food Technology and Design & Technology.

\*Cross Curriculum Studies can only be chosen in consultation with the Special Programs Coordinator.

*At Scotch we prepare our young people with the skills, aptitudes and world views necessary for their participation in a globalised economy –*

*Experience difference!*

## Agriculture

**Learning Area:** Science

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

This course includes animal care and management, vegetable production, environmental studies and sustainable practices in agriculture. Students will develop practical skills and problem-solving skills in the course topics. They explore and understand agricultural science. Students will be using the livestock and plant crops on the Scotch Farm.

Course Topics:

- Farming and the Environment
- Agricultural and Horticultural Crops
- Farm Animal Studies
- Agriculture and Sustainability Education
- Scotch Live Well program – Salad in a Jar

## Art and Design

**Learning Area:** The Arts

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

Using the Australian Curriculum this course offers students opportunities to investigate a wide range of Visual Art media and techniques. Students are expected to develop good planning and organisation skills through structured studio activities, which emphasise individual expression. Students will document their projects through the use of a visual folio and learn to process and evaluate information about the arts across time, place and culture. Specific arts terminology is introduced and used in discussions, demonstrations and written work.

Topics:

- Painting
- 3 dimensional art
- Digital art
- Design

This subject aims to:

- develop students' knowledge and skills in a variety of Art materials and techniques
- develop an understanding of the need for safe work practices in the Art room
- encourage a positive attitude when working as an individual or when collaborating with their peers on an artwork.

Students will be given the opportunity to acquire the following knowledge and skills:

- initiative in seeking out information
- knowledge and understanding of some aspect(s) of contemporary art practice
- skills developed through experimentation and practice
- the ability to interpret, and make a personal comment on, works of contemporary art practice.

## Chinese

**Course Category:** Elective

**Course Length:** One year

### **Assessment:**

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum including vocabulary, speaking, listening, reading and writing

### **Content:**

This course uses the Australian Languages Curriculum; the strand being Communicating and Understanding. Students are welcome to Year 8 Chinese as both beginners and experienced learners. Students are exposed to the Chinese speaking world through written work, entertaining cartoon dialogues, language based games, songs and multimedia.

From the first lesson students will be introduced to the Chinese speaking system and writing system. Most of the written work will be done in Chinese characters. Approximately 150-200 most often used characters will be introduced in the course of the year.

ICT is a continued focus, where students can present assignment work, complete oral and aural assignments and study new vocabulary using computer programs.

Students' awareness and acceptance of cultural diversity will be encouraged through integrated Chinese cultural studies.

## Cross Curriculum Studies

**This subject can only be chosen after consultation with the Special Programs Coordinator.**

**Course Category:** Elective

**Course Length:** One year

### **Assessment:**

There is no formal assessment. However, students do receive an effort rating based on use of class time and support.

### **Content:**

The aims of the course are to assist students to develop literacy, numeracy, study and organisational skills within the context of their academic curriculum.

Specific skills that may be supported include: skimming and scanning, research techniques, assignment planning, writing structures (genres), proofreading, referencing, reading comprehension, test preparation and ICT skills. Students also receive support with work from across the curriculum.

***Our Live Well program is offered through:***

***Agriculture,***

***Physical Education and***

***Food Technology***

## Dance

**Learning Area:** The Arts

**Course Length:** One year

### Subject Prerequisites:

Previous experience and prior tuition in dance is desirable.

### Course Requirements:

Each student is to take part in one Contemporary class and one conditioning class during our after school schedule.

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

Students are involved in making and responding to Dance. Students learn how to create their own movement individually and in small groups. During the year, students will watch Dance as a live performance and learn how to write about what they see. Students study dance technique in practical classes after school. These practical classes are vertically grouped according to ability. Students are assessed on their performance twice throughout the year. The dance timetable occurs during set times throughout the week which means that the students will not study Design & Technology and Home Economics. It is advisable to make an appointment with the Director of Teaching and Learning to discuss arrangements.

## Design & Technology

**Learning Area:** Technologies

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

The course involves investigating, designing, making and critiquing. Students are introduced to Technology using a 4-stage process of investigate, devise, produce and evaluate. Design briefs, using C.A.D. (computer

assisted design/drawing) are used to assist students to construct projects using a wide range of materials such as wood/plastics (polymers) and metals. Students are also introduced to Systems, mechanisms and control technologies. Each student is expected to produce a folio to document the design process.

## Drama

**Learning Area:** The Arts

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

This course is designed to build an awareness of a variety of drama and theatre skills. It requires the students to work individually as well as co-operatively in small groups.

The focus is to explore practical and theoretical skills through units on Stage Spaces, Levels, Dimensions, Freeze Frames, Melodrama and Working with a Text. The development of confidence on stage and knowledge of particular dramatic styles are the key components.

Each student will analyse, during practical tasks, their experiences through the creative cycle: investigation, planning, creating and making, and presenting. Reflection and evaluation are key components of practical tasks. Students will be involved in a range of activities including the opportunity to review live performances.

## English

**Learning Area:** English

**Course Length:** One year

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

As part of the Australian Curriculum students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and create literary analyses and transformations of texts.

By the end of Year 8 students listen to, read and view a range of spoken, written and multimodal texts interpreting key information, concepts and issues, and evaluating the effectiveness of language choices used to influence readers, viewers and listeners.

They summarise and synthesise the main ideas and viewpoints in texts and evaluate the supporting evidence. They create sustained and coherent written, spoken and multimodal texts in a variety of forms to explore significant ideas, report events, express opinions, and respond to the views of others. They interact confidently with others in a variety of contexts and deliver presentations to report researched information, share opinions, debate issues, present imaginative interpretations, and evaluate differing perspectives.

## English as an Additional Language (EAL)

**Learning Area:** English

**Course Length:** One year. Offered as a one-on-one support class.

### Assessment:

Formative and summative criterion based assessment.

### Content:

Oral, aural and written English are the basis of this course. There is continuous focus on grammatical accuracy and extension of vocabulary. There are listening and written comprehensions, exercises on letter writing and creative writing.

## Food Technology

**Learning Area:** Technologies

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum including written and practical food assignments.

### Content:

Students are introduced to basic nutritional information and utilise the Australian Dietary Guidelines and the Australian Guide to Healthy Eating Plan.

Through the course students investigate, design, plan, create and evaluate the multicultural influence on Australian's eating habits whilst preparing a range of dishes from various cuisine styles.

The course initially introduces the vital role of food in human functioning and the maintenance of good health, as well as meeting emotional, family and social needs in a multicultural society. All content is in line with the Australian Curriculum content descriptors Technology Year 7-8.

Topics covered include:

- Multicultural food/ Modern Australian Cuisine
- Australian Dietary Guidelines
- Australian Healthy Eating Plan
- Food miles
- Food influences and Food Ethics
- Sustainable food practices
- Scotch Live Well Program – Salad in a Jar

## French

**Learning Area:** Languages

**Course Length:** One year

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. Assessment

includes vocabulary, speaking, listening, reading and writing.

### Content:

This course uses the Australian Languages Curriculum; students are welcome as both beginners and experienced learners and are exposed to the French speaking world through written work, entertaining cartoon dialogues, language based games, songs and multimedia.

ICT is a continued focus, where students can present assignment work, complete oral and aural assignments and study new vocabulary using computer programs. Students have access to online software to facilitate their vocabulary learning.

Students' awareness and acceptance of cultural diversity will be encouraged through integrated cultural studies. Students will be exposed to different francophone cultures and traditions through films, music and fables. The study of traditional French culture will also be an integral part of the program. Students will also be introduced to elements of French and world history through the exploration of historical French characters and events.

Students are challenged in ways that consolidate basic skills, introduced to new ideas and problem-solve to seek solutions.

## Humanities

**Learning Area:** Humanities and Social Sciences

**Course Length:** Full Year

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum including written assignments, multi-modal presentations and group work which reflect research and understanding.

### Content:

Students study a both subject disciplines of Geography and History but the units are intermingled to make a more meaningful and engaging exploration.

### Geography

The course asks key inquiry questions and then answers them based on national and international case studies. How do environmental and human processes affect the characteristics of places and environments? How do the interconnections between places, people and environments affect the lives of people? What are the consequences of changes to places and environments and how can these changes be managed?

These are explored through twin studies of physical geography (in a unit entitled Landforms and Landscapes) and demographics (within Changing Nations).

### History

The course is derived from the Australian Curriculum and deals with contrasting cultures from Asia, Europe and the Americas from Middle Ages through to the early Modern Period. We look first at the Khmer experience in Cambodia as they built Angkor Wat. The focus then shifts to Europe with an option to study Vikings or the impact of the Black Death. Continuing with the theme of clashing cultures we look at the expansion of Europeans imperialism into the New World through a study of either the Incans in Peru or the Aztecs in Mexico. In each case there is a focus on social, economic and political adaptations to change.

The course aims to stimulate an interest in the past as that helps students place our contemporary society in context.

## Mathematics

**Learning Area:** Mathematics

**Course Length:** One year

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum including skills and applications tasks and mathematical investigations.

### Content:

The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge. It aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations encountered.

It develops the numeracy capabilities that all students need in their daily life, and provides the fundamentals required of mathematical specialists and professionals.

#### Content Strands:

The content strands are: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

#### Content Descriptions:

**Number and Algebra:** Number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships.

**Measurement and Geometry:** Using units of measurement, geometric reasoning.

**Statistics and Probability:** Chance, data representation and interpretation.

## Music

**Learning Area:** The Arts

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

The course aims to extend the various musical experiences and abilities of the students through active participation in a contemporary rock-band program. All students learn contemporary instrument skills (guitar, drum kit, and keyboard), rhythm and pitch discrimination as well as develop their music literacy and ensemble skills. Students complete core units of study as well as a range of 'choice' units of study. These units provide extension learning opportunities and acknowledgment for students with advancing musical skills and interest.

Additional areas of study include: Aboriginal music, music technology, percussion, composition and singing.

Private tuition on an instrument is available during school hours and instruments are available on a hire scheme. Opportunities are provided for students to be involved in training and performance ensembles such as the Concert Choir, Concert Band and Pipe Band.

*Scotch is committed to being a leader in teaching and learning.*

## Physical Education & Health

**Learning Area:** Physical Education & Health

**Course Length:** One year

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

This course aims to develop the knowledge, understanding, and skills to ensure students:

- access, synthesize and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the life-span
- develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

### Health Education:

The course aims to help students examine issues critical to personal health. Topics include:

- Self esteem / body image and the media
- Physical health - fitness testing including gathering statistics
- Drug education – alcohol
- Scotch Live Well Program – Salad in a Jar

### Physical Education:

In addition to the core activities of swimming, athletics and cross country, we offer gymnastics, mini volleyball, hockey, softball, golf and games making.

## Science

**Learning Area:** Science

**Course Length:** One year

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.

Types of assessment tasks include:

- Test
- Practical investigations
- Research investigations.

Assessment is conducted against the content strands of the Australian Curriculum Science:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills.

### Content:

The Australian Curriculum - Science contains the following content strands:

Science Understanding

- Biological sciences - Cells and cell function, organ systems
- Chemical sciences - Properties of matter, elements, compounds and mixtures, chemical change
- Earth and Space sciences - Sedimentary, igneous and metamorphic rocks
- Physical sciences - Energy and energy changes

Science as a Human Endeavour

- Nature and development of science
- Use and influence of science

Science Inquiry Skills

- Questioning and predicting planning and evaluation
- Processing and analysing data and information
- Evaluating
- Communicating

Science as a Human Endeavour and Science Inquiry Skills are addressed across all the topics. Science Understanding is assessed after each topic is completed.