

Every day, a discovery.

Year 8 Curriculum Handbook

one in the spirit

Year 8 Curriculum Handbook

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The information contained in this publication is correct at the time of printing but may be subject to change.

Year 8 Overview

Introduction

The curriculum at Year 8 is organised around the traditional disciplines to ensure all students continue to be exposed to a core curriculum. At this level there is also an emphasis on 'learning to learn' activities to build independent learning skills. Each subject area continues to incorporate interpersonal development and personal learning, as well as thinking and communication skills.

While students at this level are still building the foundation skills required for future studies our curriculum provides programs of study and other activities appropriate to the diverse needs, abilities and aspirations of Year 8 students. One such program is the Year 8 IMAGINE program: a 'hands on' subject which offers a range of practical activities each year.

Students at Year 8 continue to study a curriculum which provides a strong foundation for future academic studies. Programs are provided in the following areas:

- English
- Humanities (History and Geography)
- Mathematics
- Science
- Languages (French)
- Visual Arts
- Performing Arts
- Health and Physical Education
- Digital Technology (DTE)
- Religious Education
- Product Design and Technology

Students may also work on practical units of study in the IMAGINE Program: textiles, design, dance and movement, sport, kitchen science, solar cars and games.

Year 8 Overview

Home Study

At Casey Grammar School students are expected to take appropriate responsibility for their learning and this includes a well-managed home study routine.

At each level we encourage students to organise their time around a Study Session of concentrated, uninterrupted application several times a week. In each session students should have a number of things they set themselves to achieve.

Homework may include:

- Assigned homework exercises
- Practising skills
- Reading - as one of the most vital skills for language development and building personal learning skills students are expected to read widely at home
- Independent research
- Preparatory work for class activities
- Reviewing work - students must develop a routine of regular review as tests and exams form a substantial percentage of each term's results.
- Summarising class notes to reflect on learning is crucial for learning success
- Individual inquiry and creative pursuits to build lifelong learning skills

At Secondary School the benefits of homework are well supported by research. The homework areas outlined above show there is never a reason for students to say, "No home study tonight!" Nor is there a reason for students to miss deadlines as the school provides many opportunities for students to catch up during lunch time and after school.

At Casey Grammar we work hard to ensure teachers set effective and achievable homework. Parents need to be aware that sometimes a student who appears to have 'too much' homework might actually be working on material that should have been completed during class time. In such situations a review of the student's learning behaviours will take place in conjunction with the class teacher.

Suggested Home Study Sessions	
Year Level	Study Session
Year 7	10 x 30 minutes
Year 8	14 x 30 minutes
Year 9	12 x 45 minutes
Year 10	14 x 45 minutes
Year 11	15 x 50 minutes
Year 12	21 x 50 minutes

Year 8 Overview

Curriculum Map

Year 8 Foundation Sequence of Schooling		
Core Subjects Compulsory	Electives Semester Based	Personal and Social Development Programs
English	Digital Technologies (DTE) Performing Arts <ul style="list-style-type: none"> • Drama • Music Visual Arts <ul style="list-style-type: none"> • Art • Visual Communication and Design (VCD) Specialist Areas <ul style="list-style-type: none"> • Product Design and Technology • IMAGINE Program 	Enrichment <ul style="list-style-type: none"> • 'Power of One' Lunchtime Activities • Sport • Student Leadership Team • Reach Foundation Workshops • House Activities Pastoral Care <ul style="list-style-type: none"> • Habits of Mind • Thinking Tools • Values Education • Study Skills • Teamwork • Time Management • Personal Health • Relationships • Research Skills
Mathematics		
Humanities		
Science		
Health and Physical Education		
Religion		
Language: French		

The final subject offerings are subject to sufficient student demand, availability of teaching staff and any resource and timetabling constraints.

Year 8

Core Subjects

English

The course is structured around the key dimensions of reading, writing, speaking and listening. Reading involves understanding, interpreting, reflecting upon, and enjoying written and visual, print and non-print texts. Writing refers to the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Speaking and listening refers to the various formal and informal ways oral language is used to convey and receive meaning.

Course content is approached thematically and covers the dimensions in a way which incorporates topics which are relevant to or expand students' interests and horizons and develops their language skills. Various text types are examined, discussed and analysed. Students realise that texts are created for multiple purposes and audiences in a range of contexts. Students explore the power of language and develop strategies to improve their communication skills including planning, drafting, reviewing, rehearsing and editing.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Short stories• Comparison of texts• Film study• Persuasive language in advertising	<ul style="list-style-type: none">• Short story writing• Essay / multimodal presentation• Reflective writing• Persuasive writing

Additional Information

- Reading for pleasure
- Author visits
- Writing workshops

Year 8

Core Subjects

Mathematics

Year 8 Mathematics begins a shift in learning to more abstract ideas. Students still think in concrete ways but they begin to see generalisations and they use symbols to represent these ideas and concepts.

Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to develop more complex mathematical ideas. However, students still need an understanding of the connections between mathematical concepts and their application in their world.

During these levels, students need to be able to represent numbers in a variety of ways; to develop an understanding of the benefits of algebra, through building algebraic models and applications and the various applications of geometry; to explore ways of working with data to allow a variety of representations; and to make predictions about events based on their observations.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Positive and negative numbers• Linear graphs• Fractions, percentages and decimals• Algebra and equations• Measurement• Ratios and rates• Shapes and transformations	<ul style="list-style-type: none">• Topic tests• Assignments• Problem solving

Additional Information

Students undertake both a Maths Mate homework program and the Mathletics program that run parallel to the conventional course. These programs encourage students to constantly improve and consolidate their overall mathematical skills on a weekly basis.

Each student is also assessed on an individual basis for extension or remedial mathematics where necessary and individual learning programs are implemented as required.

Year 8

Core Subjects

Humanities

Geography

In Year 8 Geography students will investigate two units of study: 'Landforms and landscapes' and 'Changing nations'.

Landforms and landscapes focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by people, hazards associated with landscapes, and the management of landscapes. Students will develop their understanding of this unit using studies drawn from Australia and around the world.

Changing nations investigates the changing human geography of countries through a study of population distribution. Students will explore the economic, social and environmental causes of such changes. Through various case studies and analysis, students will consider the impact of urbanisation in Australia and compare this with other nations, such as China.

The key inquiry questions for Year 8 are:

- 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?

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Landforms and landscapes• Changing nations	<ul style="list-style-type: none">• Research assignments• Mapping tasks• Class tests• Source analysis• Note taking

Year 8

Core Subjects

Humanities

History

In Year 8 History, students will explore history from the end of the ancient period to the beginning of the modern period. The study of this period requires students to analyse ways in which the modern world began to take shape through the contact of major civilisations with each other. During the semester, students will study a range of societies including Medieval Europe and Shogunate Japan, as well as exploring the impact of contact between the Spanish Conquistadors and the native population of South America. The content provides opportunities for students to develop historical understanding through key concepts.

The key enquiry questions for Year 8 History are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Europe and the Mediterranean World: Medieval Europe• The Asian Pacific World: Medieval Japan• Expanding Contacts: Discovery and Exploration: The Italian Renaissance	<ul style="list-style-type: none">• Source analysis• Research tasks• Timelines• Note taking• Mapping• Class tests

Year 8

Core Subjects

Science

The Year 8 Science course is designed to consolidate student's general understanding in the following key areas of Science:

- Biological Science
- Chemical Science
- Physical Science
- Earth and Space Sciences

During Year 8, students continue to develop their understanding of important science concepts across the major disciplines. Current science research and its human application is used to motivate and engage students and develop a richer understanding of how science can be enhanced. They will undertake open investigations that will help to refine their science inquiry skills and further develop their quantitative inquiry skills. Students learn to summarise data from different sources and construct representations of their data to reveal and analyse trends and patterns, using these when justifying their conclusions.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Fair tests• Particles of matter• Elements and compounds• Useful materials• Cells – units of life• Plant and animal systems• Heart and blood• Using energy• Heat energy• Rock hunting• Mining• Investigating space	<ul style="list-style-type: none">• Practical reports\skills• Project\assignment work• End of year theory and practical exam

Additional Information

Students will be given the opportunity to take part in various extension activities\excursions including: Bacteria Bandit and a field work investigation and access to The University of New South Wales Science In Schools Competition and The National Chemistry Quiz.

Health and Physical Education

Unless students are healthy in mind and body, they cannot perform adequately in any learning area. Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. At Year 8, this core subject will consist of nine periods per cycle; three periods of Health, two periods of Sport Education, and four periods of Physical Education.

The Year 8 curriculum supports students to refine a range of specialised knowledge and skills in relation to their health, safety and wellbeing, whilst further developing confidence and movement competence in more complex skills in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer skills and concepts across a variety of physical activities. Students explore the important role that games and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities. They also reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Food, nutrition and mental health • Alcohol and other drugs • Relationships and sexuality • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities. • Four week swimming program and water safety activities (compulsory) 	<ul style="list-style-type: none"> • Active participation in class activities • Use of appropriate motor skills and tactics • Fitness testing • Topic tests

Additional Information

Because of the school's firm belief in the importance of physical activity, students must participate in this subject. They will not be excused from this subject without a signed note from their parents which explains the nature of their illness. If a physical problem persists, the school will request a doctor's certificate. For many injuries, there is often a modified activity that students will be able to participate in to ensure they are gaining something meaningful from their time in the subject.

Year 8

Core Subjects

Religion

Students in Year 8 Religious Education will begin the year by studying characters and stories contained within the Old Testament. Then we will study the New Testament, with a focus on key characters and significant events such as the Pentecost. In Stewardship and the Environment, they explore the role of humanity in caring for our environment and the inhabitants of the Earth. Students will be exposed to Aboriginal spirituality through a study of the Dreamtime, rituals and research into their culture. They will develop their understanding of environmental responsibility through studying stewardship, considering both personal and communal actions required for change.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Old Testament• New Testament• Stewardship and the environment• Aboriginal spirituality	<p>Students will complete various assessment tasks for each unit studied.</p> <ul style="list-style-type: none">• Character study• Research assignment• Choice of written response• Newspaper articles

Year 8

Core Subjects

Language

French

In learning a Language Other Than English students develop communication skills and knowledge, and come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language they are studying. Language learning contributes to the development of inter-culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students' own language needs.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Daily routines• Appearance and personality• My home• Leisure activities• Places and directions• Shopping• Celebrations, holidays and weather	<ul style="list-style-type: none">• Regular tests of speaking, listening, reading and writing to monitor student progress and thus influence style and pace of teaching• Completion of workbook exercises• Language-based projects• French poetry competition• Participation in group and individual activities• Peer / self-assessment

Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis.

Regular written homework will also be set by the teacher, and students are encouraged to access recommended internet websites to increase their understanding of the French language and awareness of French culture.

Digital Technology (DTE)

In Digital Technology, they learn to use a variety of DTE tools and techniques to assist with filtering, classifying, representing, describing and organising ideas, concepts and issues. For example, a graphic / visual organisers such as an interaction outliner can be used to help structure thinking about the actions, reactions and outcomes of two groups associated with an issue. Using software such as databases and spreadsheets enable the filtering and classifying of data and information in order to make more informed decisions.

In addition, students use DTE tools to retrace the decisions made and actions taken when learning and problem solving. By using a range of symbols, charts, images, sound and text, students can create a flow chart that maps their thinking processes and actions. Students reflect on the effectiveness of these saved thinking process maps and retrieve relevant ones to guide future applications. Students become efficient users of DTE for planning collaborative projects that involve creating information products and solving problems.

Students develop their knowledge about the characteristics of data by manipulating various data types, such as text, sound, movies, numbers and images (still and moving), to create formatted information products such as essays and reports, animated slide shows, and websites, brochures and cartoons.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Microsoft Office Suite - Advanced• Video editing and filming• Mind-mapping tools• Online software and data visualisations	<ul style="list-style-type: none">• Portfolio and online based• Team based tasks• Assignments and investigations

Year 8 Electives

Performing Arts Drama

Students build upon the skills developed in Year 7. They continue to explore and develop their characterisation and improvisation skills through a variety of performance styles and genres. They will undertake an improvised satire performance, a scripted performance task, learn about genre and the Dramatic and Stagecraft elements integral to a performance.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Characterisation• Stagecraft and dramatic elements• Narrative• Genre: Comedy, Melodrama and Soap Opera• Working with stimulus (text, photos, music)• Issue based drama• Improvised and scripted performances	<ul style="list-style-type: none">• Improvised performance• Scripted performance• Stagecraft design assignment• Drama folio

Year 8 Electives

Performing Arts Music

All students study Music for one semester in Year 8. Throughout the semester, they learn about the different styles of music including African Music, Blues Music and Rock Music. Students also listen to, analyse and compose works from a range of styles, developing an appreciation and understanding of music.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Rhythm• African Music• Melody• Blues Music• Rock Music	<ul style="list-style-type: none">• Practical assessments• Composition• Listening analysis• Project

Year 8 Electives

Visual Arts Art

This course enables students to gain practical skills in traditional art methods alongside contemporary art media. The course will focus on the exploration of ideas and experimentation. Students will develop confidence working with a range of art media including pencil, paint, cardboard and various other materials. Students will use 2D and 3D art techniques; these include drawing, painting and sculpture to complete their own unique works. Students will be introduced to major art works with an emphasis on those that have played a role in Art History.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Observational drawings• Tonal painting• Tribal mask and introduction to symmetry• Cubist artwork• Sculpture: create a chair based on a famous artwork	<ul style="list-style-type: none">• Drawing folio• Painting technique• Cutting skills• Understanding of the art elements• Development of ideas• Construction• Research task• Knowledge of art terms

Visual Arts Visual Communication and Design (VCD)

Students will learn to represent their designs in a variety of different drawing methods including freehand and instrumental drawings. They will understand how to use the design elements and principles to create successful layouts. Students will be able to create type designs which are suited for a specific purpose. They will be able to analyse and explain the purpose behind their own designs and those of other designers. They will form an understanding of the design fields. Students will be able to use digital media to refine their own drawn design concepts. Students will have an understanding of the design process and how to use it to present their own design concepts.

They will:

- Understand what design fields and their purpose in Visual Communication and Design
- Use a range of media including paper, pencils and markers
- Improve their knowledge of Adobe Photoshop to make creative design solutions for their own visual communication and be introduced to Adobe Illustrator
- Increase their understanding of design elements and be introduced to the design principles and identify where and why they have been used in visual communications
- Develop an understanding of drawing methods including paraline, perspective and orthogonal

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Create a Pictograph using the design elements• Design a CD design and introduction to design principles• Instrumental drawing of industrial design product• Orthogonal drawing• Promotional poster	<ul style="list-style-type: none">• Freehand drawing skills• Instrumental drawing techniques• Use of media and digital media• Neatness and presentation• Critical analysis of design elements and principles• Knowledge of design terms• Development of ideas

Year 8 Electives

Specialist Areas Product Design and Technology

In Year 8 the course focuses on the hand tools used in Technology. Students will learn correct use and safe handling. Particular attention will be given to the correct names of tools to familiarise students with the language of the subject.

The second focus is on developing skills in creating and making 3D projects. This will be done by visualisation drawings and use of computers. Students will be given a base design project and be expected to make changes to the appearance and construction method. The students use a range of materials: Wood, Metals and Plastics. They will examine the characteristics of these materials to determine the most appropriate to use.

The final section of the course involves self-evaluation of their work.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Investigation and design• Production and evaluation• Projects such as: plastic key-ring, sliding lidded box, puzzle maze and fruit bowl	<ul style="list-style-type: none">• Theory component including a sketchbook containing research, a design brief, visualisation drawings and evaluation• Practical component including a number of small projects assessed on design and level of finish

Year 8 Electives

Specialist Areas IMAGINE Program

The IMAGINE program is a 'hands on' integrated subject that provides opportunities for practical activities such as:

- Textiles
- Design
- Dance and movement
- Sport
- Kitchen Science
- Solar cars
- Games

The focus is on active learning projects.

Units of Study / Topics	Assessment
<ul style="list-style-type: none">• Build it!• Make it!• Move it!• News flash• Food literacy (Topics may vary)	<ul style="list-style-type: none">• Student portfolio• Practical work



Casey Grammar School
3 New Holland Drive Cranbourne East Victoria 3977
Telephone (03) 5991 0800 Facsimile (03) 5995 2888
www.caseygrammar.vic.edu.au

Prep to Year 12

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