

CURRICULUM BOOKLET YEAR 8

TERM 3



DONCASTER
SECONDARY COLLEGE

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 develop an appreciation for creativity and design. They will be able to explore ideas about artworks, produce artworks of their own, and 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 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 the week.
2. Ask your child what character they are developing at the moment. Invite them to show you how they plan to walk, talk, move and use facial expressions to bring their character to life.

Resources to access more information:

- [Introduction to Drama](#)

DiSCovery

General Overview

DiSCovery is a holistic program that focuses on student self-development, learning and life skills, which are transferable to learning in all areas and equip students for life beyond the College.

Key Topics Explored

- Developing shared expectations for a safe and supportive learning environment
- Positive Coping
- Help-seeking
- Emotional Literacy and Wellbeing
- Preparing for Student Led Conferences

Knowledge & Skills

- Students develop an understanding of how to be safe when communicating online.
- Students use feedback to identify their achievements and prioritise areas for improvement.
- Students reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.
- Students explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.
- Students develop strategies to promote mental health and wellbeing and build their capacity to understand emotions and body language.
- Students work collaboratively to solve problems by considering possible outcomes and applying a variety of strategies to reach solutions.

Major Assessments

- Student Led Conference
- Completion of Career Action Plan

For Parents

How can you help?

1. Discuss learning goals at home using the template in DiSCovery Learning Tasks, their Review and Reflect book and Continuous Feedback on flagged learning tasks.
2. Utilise the College planner for questions which promote positive reflections.
3. Share strategies with your child regarding personal challenges and the positive coping strategies and help seeking techniques you utilise.

Resources to access more information:

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

EAL

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 focused on speaking, listening, reading and writing. Students read and study a variety of texts and participate in individual and group activities.

Key Topics Explored

- Week 1-10: Film Text: ‘Edward Scissorhands’

Knowledge & Skills

- Writing imaginatively
- Presenting orally to the class
- Learning key language and structures
- Structuring an analytical essay

Major Assessments

- Week 6: Oral presentation: ‘Tolerance and respect in the school community’
- Week 9: Text Response Essay: ‘Edward Scissorhands’

For Parents

How can you help?

1. Make sure your child has a quiet study space.
2. Your child needs a regular study routine.

Resources to access more information:

- Compass
- Discovery class
- Education Perfect

English

General Overview

Students understand and analyse the key ideas, issues and themes in the utopian fiction *The Giver*. Students also understand and analyse how word choice and euphemisms showcase these ideas. They construct analytical essays and develop their understanding on text response essay structure. Students practise substantiating their arguments with evidence from the text. Students will continue to practise the comprehension strategies of predicting, clarifying, summarising and questioning. Students will move to collaborate and interact with peers when comprehending a variety of reading texts in order to gain new insights from the text. Additionally, students will deliver short oral presentations, presenting a point of view.

Key Topics Explored

Week 1-5: Oral Presentation of Argument and Debate

Week 6-11: Student Selected Reading

Knowledge & Skills

- How to use examples and evidence to construct logical and compelling arguments.
- How to work collaboratively with teammates to prepare for and participate in a debate.
- The specific structure and conventions of oral presentation of arguments both individually and in a team debate.
- How to make writing more engaging through different types of sentences, grammatical conventions and word choices.
- Practise of four comprehension strategies: predicting, clarifying, questioning and summarising.

Major Assessments

- Week 4: CAT 01– Debate CAT
- Week 10: CAT 02- Analysis of Text (Reflection and Peer Assessment)

For Parents

How can you help?

1. Monitoring your child's regular reading at home.
2. Assist your child in practising strategies such as summarising, predicting, clarifying and questioning while reading at home.
3. Ensuring your child has finished reading *The Giver* and understands the ideas, issues and themes.
4. Encourage your child to check Compass regularly for feedback and communication, ensuring they understand feedback they have received.

Resources to access more information:

- [Education Perfect](#)
- [Information on Reciprocal Teaching](#)

Health and Physical Education

General Overview

Health focuses on mental health, first aid and nutrition. We explore how these topics can impact individuals throughout their life. While in Physical Education, students will be developing knowledge and skills related to dance, hockey, table tennis and volleyball.

Key Topics Explored

- Week 1-2: Mental Health
- Week 3-4: First Aid
- Week 5-10: Nutrition
- Key sports explored: Dance (TBD), Hockey, Table tennis, Volleyball and European handball

Knowledge & Skills

- Investigate and select strategies to maintain good mental health and wellbeing.
- Identify organisations and resources that can assist in dealing with mental health challenges.
- Examine first aid procedures which can be used in emergencies.
- Identify the function of essential nutrients to our diets.
- Understand the importance of making good food choices.

Major Assessments

- Week 7: Progressive PE Participation CAT
- Week 10: Nutrition Test CAT

For Parents

How can you help?

1. Encourage your child to participate in family discussions about mental health and the strategies that family members use to maintain positive mental health.
2. Discuss the food choices made by your family.

Resources to access more information:

- [Respectful Relationships](#)
- [Headspace](#): A foundation for youth mental health

Humanities: Geography

General Overview

Year 8 Geography focuses on the environments we live in 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 1-9: Landscape and Landforms
- Week 10 -19: Changing Nations and Urbanisation

Knowledge & Skills

- Explain process that influences characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and 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 2-3: Common Assessment Task 1 Test
- Week 9: Common Assessment Task 2 Virtual Fieldwork

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 your child 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](#) features data on any particular country you're interested in.
- [Zoos Victoria](#) - grasslands and the Fighting Extinction Program.

Humanities: History

General Overview

Year 8 History focuses on Medieval Europe, Feudal Japan and the Renaissance in Italy. We continue to explore history in a linear fashion from the ancient world to medieval times. We make clear links between where we are now and how we formed a society. Students will undertake a research task, take a test on Renaissance Italy and complete an annotated visual display comparing and contrasting medieval societal structure with that of Shogun Japan.

Key Topics Explored

- Week 1-8: Medieval Europe
- Week 8-14: Renaissance Italy
- Week 14-19: Shogun Japan

Knowledge & Skills

- Understanding 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.
- Analyse significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power.
- Understanding differing perspectives of people and their interactions with power and the 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
- Week 14: Renaissance Test
- Week 19: Shogun Japan

For Parents

How can you help?

1. Encourage your child to discuss what they learned in class.
2. Discuss your child's own history to make connections between the 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 developing students' basic Chinese language skills. These skills include listening, speaking, reading and writing. In addition, students develop their knowledge of Chinese culture.

Key Topics Explored

- Week 1-5: Classes, students and character investigation
- Week 6-10: Timetable, schools in China and 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 your child to revise 20 minutes every day.
2. Have a conversation with your child about what they learned in class.
3. Check your child's workbook and exercise books regularly.
4. Encourage your child to use Education Perfect regularly.

Resources to access more information:

- Student book and workbook
- [Education Perfect](#)

Languages: French

General Overview

French language provides students with the communication skills and knowledge to develop an understanding of social, historical, familial relationships and other aspects of French language and culture. 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: Shopping
- Week 6-10: Asking and giving directions

Knowledge & Skills

- Continuing our conversation skills in French
- Knowing regular and irregular verb conjugations
- Extending vocabulary to include clothing and ways of describing people
- Knowing that spelling of adjectives changes depending on what is being described

Major Assessments

- Week 4: Department store layout
- Week 7: Poetry
- Week 9: Test

For Parents

How can you help?

1. Encourage your child to revise 20 minutes every day.
2. Have a conversation with your child about what they learned in class.
3. Check your child's workbooks and exercise books regularly.
4. Encourage your child to use Education Perfect regularly.

Resources to access more information:

- Student book and workbook
- [Education Perfect](#)

Languages: Italian

General Overview

Italian provides students with the communication skills and knowledge to develop an understanding of social, historical, familial relationships and other aspects of Italian language and culture. Language learning contributes to the development of interculturally aware citizens.

Key Topics Explored

- Week 1-2: Poetry
- Week 3-7: Modes of transport
- Week 8-9: Andare
- Week 10: CAT presentation

Knowledge & Skills

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

Major Assessments

- Week 5: Poetry (CAT 04)
- Week 10: In Giro Per L'Italia (CAT 05)

For Parents

How can you help?

1. Encourage your child to revise 20 minutes every day.
2. Have a conversation with your child about what they learned in class.
3. Check your child's workbooks and exercise books regularly.
4. Encourage your child to use Education Perfect regularly.

Resources to access more information:

- Student book and Workbook
- [Education 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

- Ratio and rates
- Percentages
- Congruence

Knowledge & Skills

- Simplifying fractions
- Working with percentages
- Calculating angles.
- Recognising similarity of triangles.

Major Assessments

- Ratio and Rates Task
- Percentages Topic Test

For Parents

How can you help?

1. Encourage your child to consistently complete a small amount of Maths homework each night. It is more beneficial to practise the skills learnt in class regularly than in one big block.
2. Talk to your child about ways that you use Maths in everyday life. Students engage 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 helps to have the message reinforced at home.

Resources to access more information:

- [Eddie Woo's YouTube channel](#) features 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.

Science

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.

Key Topics Explored

8A, 8C, 8D	8F, 8G, 8I, 8K	8E, 8H	8B, 8J
Compounds	Rocks	Living Connections	Rocks
Elements	STEAM	Cells	Chemical Change
Rocks	Chemical Change	Rocks	
Living Connections			
Cells			

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 differences between elements, compounds and mixtures.

Major Assessments

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

For Parents

How can you help?

1. Encourage your child to read and use external sources to explore scientific.
2. Review your child's work using the rubrics for major tasks.

Resources to access more information:

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

Technologies: Design Technology

General Overview

Students will problem solve a challenge to create an individually designed item using tools and equipment safely and appropriately.

This is the introduction to a larger design challenge where students will work in teams to design, test and construct a chain reaction machine based on their knowledge about energy concepts. This is a STEAM project.

Key Topics Explored

Topic 1: Safety

Topic 2: Drawing and Design

Topic 3: Working in a team to construct a collaborative project.

Knowledge & Skills

- Design and drawing
- Practical skills using tools and equipment safely and appropriately

Major Assessments

- Visual diary
- Practical tasks
- Teamwork

For Parents

How can you help?

1. Please regularly discuss your child's practical designs and creations with them and check in to make sure they are meeting their deadlines.

Resources to access more information:

- [Rube Goldberg machine](#)

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 these ideas to make an analysis, design and create a digital product of their choice.

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 connect to form networks and 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 deconstruct 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 child 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” report](#) outlines how digital technologies are already and will continue to change the future world of work.