



**KINROSS  
COLLEGE**

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# Year 8 Course Outlines

Semester 1 - 2017



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Dear Parent/Caregiver

The information contained in this booklet outlines the key curriculum content and assessment which will be covered for students at Kinross College for Semester 1 2017.

The exact timing of assessments may vary from this outline, however the general curriculum plan will remain in place and students will be notified in advance of any prospective changes.

I would suggest that you read through the information with your child and help them to prepare for the heaviest assessment periods. This could be done by working out a study plan and creating a space at home where completion of work and study can be conducted away from the hustle and bustle of family life.

In order to ensure each student is catered for, each student has been allocated a TAG teacher. Students will see their TAG (Teacher Advisory Group) teacher, in TAG class for a 40 minute session each Thursday, as well as at specially organised times or events. The TAG teacher is often the best 'first point of contact' in many cases regarding your child on either a pastoral or academic front. Alternatively, you could contact relevant subject teachers directly. Year Coordinators can also be a useful contact. The Year 8 Coordinator is Ms Krystal Tasovac and can be reached on 9306 6000 or [Krystal.Tasovac@education.wa.edu.au](mailto:Krystal.Tasovac@education.wa.edu.au)

In the booklet, nearly all subjects offered to Year 8 students have been included. Some additional outlines will be added in the near future. Please note that semester-based courses may have less than 100% of assessment schedule, due to ongoing assessment next term.

Updates to curriculum information will be provided via an e-bulletin link as they occur.

If you have any curriculum queries, please contact the relevant Head of Faculty.

Regards

**Dale Beaton**  
*Associate Principal (School Services)*  
(08) 9306 6000  
February 2017

# Year 8 ENGLISH

## Semester 1 2017

Week	Key Concepts/Essential Content	Assessment (%)
Term 1  Week  1	<p><b>Diagnostic Testing</b>  <i>CARS &amp; STARS Placement tests</i>  <i>Writing sample (narrative)</i>  <i>2016 NAPLAN: Language Conventions and Reading</i></p> <p><b><u>Links to the Curriculum</u></b>  <b>Spelling:</b> <i>Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)</i>  <b>Journal writing:</b> <i>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)</i></p>	<p><b>Ongoing Assessments</b>  <i>Spelling (5%)</i>  <i>Journal Writing (5%)</i>  <i>Reading Log (5%)</i></p>
2	<p><b>Novel Study</b>            Narrative Elements (Setting, Character &amp; Plot)            Read novel chapters 1-4</p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum</u></b>  <b>Narrative Elements:</b> <i>Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)</i>  <b>Setting:</b> <i>Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)</i></p>	
3	<p><b>Novel Study</b>            Character analysis            Read novel chapters 5-7</p> <p><b>Grammar:</b> <i>nouns, adjectives, verbs, functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum</u></b>  <i>Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)</i></p>	
4	<p><b>Novel Study</b>            Structure of a narrative – plot and how the story progresses            Read novel chapters 8-12            Note taking, setting, character and plot structure</p> <p><b>Grammar:</b> <i>adverbs and prepositions</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum</u></b>  <i>Plot structure: Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)</i></p>	

<b>Year 8 ENGLISH Semester 1, Term 1 (Continued)</b>		
5	<p><b>Novel Study</b> Themes – what is a theme and how do we determine these in novels Finish reading novel – chapters 13-17</p> <p><b>Punctuation</b> - Capitalisation <b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum</b></u> <i><b>Punctuation:</b> Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)</i> <i><b>Theme:</b> Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)</i></p>	
6	<p><b>Novel Study</b> In class character analysis</p> <p><b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p>	<p><i>Novel Character analysis – in class (10%)</i></p>
7	<p><b>Novel Study</b> Novel review (Setting, Plot, Character and Theme)</p> <p><b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum</b></u> <i><b>Novel Review:</b> Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)</i></p>	
8	<p><b>Novel Study</b> Essay structure - PEEL paragraphs Planning novel essay</p> <p><b>Punctuation:</b> dashes and brackets <b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum</b></u> <i><b>Essay writing:</b> Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)</i></p>	
9	<p><b>Novel Study</b> In class novel essay assessment</p> <p>NAPLAN practice test – Language Conventions <b>Punctuation:</b> Question marks and exclamation marks <b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum</b></u> <i><b>Essay:</b> Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)</i></p>	<p><i>Novel Essay in class (15%)</i></p>

10	<p align="center"><b>Novel Study Year 8 ENGLISH Semester 1, Term 1 (Continued)</b></p> <p>Comparison between novel and film – similarities and differences in characters, setting and plot</p> <p><b>Punctuation</b> Apostrophes, Quotation marks, brackets  <b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p>	
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Week	Year 8 ENGLISH (Continued) Term 2 Key Concepts/Essential Content	Assessment (%)
<b>Term 2</b> <b>Week</b>  1	<p><b>Film Study</b>            What is animation, process, history and animation around the world            Film Background</p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><u><i>Links to the Curriculum</i></u>  <i>Spelling: Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)</i></p>	
2	<p><b>Film Study</b>            S.W.A.T Codes            Watch film and take notes on S.W.A.T Codes used (not specific examples)</p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><u><i>Links to the Curriculum</i></u>  <i>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</i>  <i>Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)</i></p>	
3	<p><b>Film Study</b>            Watch film and take notes on S.W.A.T Codes used (not specific examples)</p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><u><i>Links to the Curriculum</i></u>  <i>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)</i></p>	
4	<p><b>Film Study</b>            Writing a film review –what to include and how to structure it (PEEL)</p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><u><i>Links to the Curriculum</i></u>  <i>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</i></p>	

5	<p><b>Film Study (Continued)</b> Plan, edit and write a film review in class.</p> <p><b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum</b></u> <i>Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)</i></p>	<p><i>Film review in class</i> <i>(10%)</i></p>
6	<p><b>Exam Revision</b> Revise skills and content from Semester 1 for exams</p> <p><b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p>	<p><i>CARS Benchmark testing – online</i> <i>(20%)</i></p>
7	<p><b>EXAM WEEK</b></p>	<p><b>Exam</b> (30%)</p>
8	<p><b>Short Story</b> Elements of a short stories and examples How to write a short story</p> <p><b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum</b></u> <i>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</i></p>	
9	<p><b>Short Story</b> Developing a collaborative Short Stories in pairs.</p> <p><b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum</b></u> <i>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts (ACELY1810)</i></p>	
10	<p><b>Short Story</b> Developing a collaborative Short Stories in pairs and sharing them in class.</p> <p><b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum</b></u> <i>Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects.</i></p>	

## SCIENCE COURSE OUTLINE SUMMARY 2017

The Science curriculum for 2017 will be delivered in 16 week blocks, with most topic rotations occurring half way through. For example, three Year 9 classes will study Biology and the other three will study Chemistry. After 7-8 weeks they will swap topics. This time frame allows for sufficient depth in a course, whilst also providing students with sufficient breadth. It also maximises the resources available to staff teaching each topic. Classes will continue to run right up to the holiday break, with a quick revision at the start of the next term, followed by continuation of the topic, thus maximising effective teaching time.

Two full rotations of 16 weeks allows for most of Term 4 to be negotiated with students to best reflect their area of interest and need. For example Year 10 students wishing to study more difficult Science subjects in Year 11 will be encouraged to select extension classes. A focus on process skills can also occur during this time. Students in Years 7-9 will study courses that will assist their learning in the following year. e.g Yr8's will study Biology (Body parts) to assist their Year9 Biology course (Body system interactions).

Please encourage your child to retain their notes over the holidays for study purposes.

### ASSESSMENT AND REPORTING

Process skills will be assessed continuously throughout the year. Knowledge and understanding of specific Science fields will depend on the topics being taught in each rotation.

The Semester 1 report will reflect achievement from the first rotation (I.e. the first 16 weeks of the year). The Semester 2 report will reflect achievement in the second rotation.

If you have any questions regarding your child's education in Science please contact me at the school on 9306 6000.

Dennis Majekodunmi  
HOD Science  
Kinross College  
Semester 1 2017

Faculty of Science  
**Year 8 SCIENCE**  
 Semester 1 2017

Topics	Lesson Title and MLO for each lesson.	Assessment and weighting
<b>Term 1</b>  <b>Week 1</b> <b>Science Toolkit</b>	Science laboratories contain hazards. Dissection is an important skill in science.	Assessing Prior Knowledge. Pre-test: <b>Science Toolkit</b> .
2	Scientists design their own experiments. Scientists keep a logbook and write formal reports.	
3 <b>Rocks and Minerals</b>	Tables and graphs used to present scientific papers. Topic review. .	
4	End of topic test. Rocks have different properties.	Assessing knowledge and understanding Class test: Science Toolkit  Weighting 15%
5	Rocks are made up of minerals. Minerals are a valuable resource Igneous rocks develop from magma and lava.	Assessing Prior Knowledge. Pre-test: Rocks and Minerals.
6 <b>Chemical Elements</b>	Sedimentary rocks are compacted sediments. Metamorphic rocks require heat and pressure.	Assessing knowledge and understanding Class test: <b>Rocks "n" Mins</b>  Weighting 15%.  Assessing Prior Knowledge: Pre-test: <b>Chemicals Elements</b> .
7	The rock cycle causes rocks to be reformed. Science as a human endeavour: weathering and erosion can be prevented. Rocks are studied by geologists. Topic review	
8	End of topic test. The properties of matter can be described. The understanding of matter has developed over thousands of years.	Assessing knowledge and understanding Class test: <b>Chemical elements</b>  Weighting 15%.
9	The particle model explains matter. The particle model can explain the properties of matter. Increasing the kinetic energy in matter causes it to expand.	Assessing Prior Knowledge: Pre-test: <b>Physical and chemical changes</b> .
10	Atoms and elements make up matter. Atoms bond together to make molecules and compounds. Revision and catch up	



Year 8 SCIENCE – (Continued)Term 2 Semester 1 2017		
Topics	Lesson Title and MLO for each lesson.	Assessment and weighting
<b>Term 2</b>  <b>Week 1 Physical and Chemical changes.</b>	Physical change is a change in shape or appearance. Chemical change produces new substances. Chemical reaction can break bonds and reform new bonds.	<b>Assessing knowledge and understanding (20%)</b> <b>Class test: Chemical and physical changes.</b>  <b>Weighting 15%.</b>
2	Physical change is a change in shape or appearance.	
3	Chemical change produces new substances. Chemical reaction can break bonds and reform new bonds.	
4	Heat can speed up a reaction. Science as a human endeavour: Many substances exist because of the work of scientists. Physical and chemical changes are used to recycle household waste. Topic review.	
5	Two weeks research assignment: Barbeque fuels. Weighting 10%	
6	Two weeks research assignment: Barbeque fuels. Weighting 10%	
7	<b>End of Semester 1 - EXAM</b> <b>Exam to include the following:</b> <b>Science toolkit</b> <b>Rocks and minerals</b> <b>Chemical elements</b> <b>Physical and chemical changes.</b>	<b>End of Semester 1 - EXAM.</b>  <b>Weighting 20%</b>

**Year 8 SCIENCE****Semester 2 2017**

<b>Topics</b>	<b>Lesson Title and MLO for each lesson.</b>	<b>Assessment and weighting</b>
<b>Term 1 Week 1 Energy.</b>	<ol style="list-style-type: none"> <li>1. Energy can be transferred.</li> <li>2. Potential energy is stored energy.</li> <li>3. Moving objects have kinetic energy.</li> </ol>	Assessing prior Knowledge: <b>Energy.</b>
2	<ol style="list-style-type: none"> <li>1. Energy can be transformed.</li> <li>2. Energy cannot be created or destroyed.</li> <li>3. Science as a human endeavour: Energy efficiency can reduce energy consumption.</li> </ol>	<b>Design and build a solar oven.</b>
3	<ol style="list-style-type: none"> <li>1. Solar cells transform the sun's light energy into electrical energy.</li> <li>2. Science as a human endeavour: Engineers use their understanding of energy to solve problems.</li> <li>3. Topic review.</li> <li>4. End of topic test.</li> </ol>	<b>Assessing knowledge and understanding</b> <b>Class test: Energy</b>  <b>Weighting: 15%</b>
<b>4 Cells</b>	<ol style="list-style-type: none"> <li>1. All living things are made up of cells.</li> <li>2. Microscopes are used to study cells.</li> <li>3. Plants and animal cells have organelles.</li> </ol>	Assessing prior Knowledge: <b>Cells.</b>
5	<ol style="list-style-type: none"> <li>1. All organisms have cells that are specialised.</li> <li>2. Bacteria are single-celled organisms.</li> <li>3. Eukaryotic cells undergo mitosis.</li> </ol>	
6	<ol style="list-style-type: none"> <li>1. Fungal cells can save lives.</li> <li>2. Topic review</li> <li>3. End of topic test.</li> </ol>	<b>Assessing knowledge and understanding.</b> <b>Class test: cells</b> <b>Weighting: 15%</b>
<b>7 Surviving</b>	<ol style="list-style-type: none"> <li>1. The human body is divided into systems.</li> <li>2. The digestive system is made up of organs.</li> <li>3. The digestive system varies between animals.</li> </ol>	Assessing prior Knowledge: <b>Surviving.</b>
8	<ol style="list-style-type: none"> <li>1. Science as a human endeavour: Things sometimes go wrong in the digestive system.</li> <li>2. The respiratory system exchange gases.</li> <li>3. Science as a human endeavour: Things sometimes go wrong in the respiratory system.</li> </ol>	
9	<ol style="list-style-type: none"> <li>1. The circulatory system carries substances around the body.</li> <li>2. Science as a human endeavour: Things sometimes go wrong in the circulatory system.</li> <li>3. The excretory system removes waste.</li> </ol>	
10	<ol style="list-style-type: none"> <li>1. Plants have tissues and organs.</li> <li>2. Topic review.</li> <li>3. End of topic test.</li> </ol>	<b>Assessing knowledge and understanding.</b> <b>Class test: Surviving.</b> <b>Weighting 15%</b>
<b>Topics</b>	<b>Year 8 SCIENCE Semester 2 2017– (Continued)</b>	<b>Assessment and weighting</b>
	<b>Lesson Title and MLO for each lesson.</b>	
<b>Term 2 Week</b>	<ol style="list-style-type: none"> <li>1. There are different ways of reproducing.</li> <li>2. The female reproductive system produces eggs in the ovaries.</li> </ol>	Assessing prior Knowledge: <b>Reproducing.</b>

1 <b>Reproducing.</b>	3. The male reproductive system produces sperm in the testes.	
2	1. Science as a human endeavour: Things sometimes go wrong in reproduction. 2. Plant sexual reproduction produces seed. 3. Reproduction techniques have an impact on agriculture.	
3	Topic Review. End of topic test.	Assessing knowledge and understanding. Class test: <b>Reproducing</b> Weighting 15%
4	Exam prep	
5	<b>Exam week.</b> <b>End of semester 2 exam:</b> <b>Exam to cover the following topics:</b> <b>Energy</b> <b>Cells.</b> <b>Surviving.</b> <b>Reproducing.</b>	<b>End of semester 2 exam</b> Weighting 20%

# Year 8 Geography: Landforms and Landscapes + Urbanisation

## Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b>	<b><u>GEOGRAPHY</u></b>	
Week 1	<b>Setting the scene:</b> <ul style="list-style-type: none"> <li>• Class/individual expectations – bookwork set up.</li> <li>• Introduction of Geographical Concepts</li> </ul>	
2	<b>Geography skills</b> <ul style="list-style-type: none"> <li>• BOLTSS</li> <li>• Orientation</li> <li>• Mapping</li> </ul>	
3	<b>Landforms</b> <ul style="list-style-type: none"> <li>• Types of landforms</li> <li>• Australian landforms</li> <li>• Mapping Australia's landforms</li> </ul>	
4	<b>Landform Research</b> <ul style="list-style-type: none"> <li>• Students investigate spiritual, cultural and environmental values of selected landforms</li> </ul>	Research Task Content 10% Research Component 5%
5	<b>Geology</b> <ul style="list-style-type: none"> <li>• Layers of the earth</li> <li>• Rock cycle</li> <li>• Plate tectonics</li> <li>• Mountain formations</li> </ul>	
6	<b>Volcanoes</b> <ul style="list-style-type: none"> <li>• The Ring of Fire</li> <li>• Types of volcanoes</li> <li>• How volcanoes work</li> <li>• Case studies</li> </ul>	
7	<b>Geohazards</b> <ul style="list-style-type: none"> <li>• Earthquakes</li> <li>• Tsunamis</li> <li>• Case Studies</li> </ul>	Topic Test 10%
8	<b>URBANISATION</b> <ul style="list-style-type: none"> <li>• Where do Australians live?</li> <li>• Is Australia urbanised?</li> <li>• Why do people move?</li> </ul>	
9	<b>Urban Lifestyle</b> <ul style="list-style-type: none"> <li>• The impact of the city</li> <li>• What is a conurbation</li> </ul> Graphing skills	In Class Assessment 10%
10	Freedoms that enable active participation in our democracy: <ul style="list-style-type: none"> <li>• Speech</li> <li>• Association</li> <li>• Assembly</li> <li>• Religion and movement</li> </ul>	

# Year 8 Civics and Citizenship: Democracy & Law In-Action

## Semester 1 2017

	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 2</b>	Participating in the electoral system including:	
Week 1	<ul style="list-style-type: none"> <li>• Direct action</li> <li>• Lobby groups</li> <li>• Contact with local representatives</li> </ul>	
2	How laws are made through parliaments: <ul style="list-style-type: none"> <li>• Statutory Law</li> </ul>	Research Assessment Content 10% Research Component 5%
3	How laws are made in Australia through the courts: <ul style="list-style-type: none"> <li>• Common Law</li> </ul>	
4	Types of law in Australia: <ul style="list-style-type: none"> <li>• Criminal law</li> <li>• Civil law</li> <li>• Customary law</li> </ul>	In Class Assessment 10%
5	National identity <ul style="list-style-type: none"> <li>• What does it mean to be Australian?</li> </ul>	End of Topic Test 10%
6	Examination preparation	
7	Examination	Examination 30%
8	Research skills: <b>Questioning</b> <ul style="list-style-type: none"> <li>• Devising a range of questions to assist research</li> </ul> Using keyword when researching	Teacher Feedback
9	Research skills: <b>Using quality sources</b> <ul style="list-style-type: none"> <li>• Checking for bias</li> <li>• Looking at relevance</li> <li>• Using a variety of sources: not just the internet</li> </ul>	Teacher Feedback
10	Research skills: <b>Writing a bibliography</b> Using a structured format to record references	Teacher Feedback

# Year 8 Oceanography

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b>	<b><u>Oceanography</u></b>	
Week 1	<b>Setting the scene:</b> <ul style="list-style-type: none"> <li>• Class/individual expectations – bookwork set up.</li> <li>• Introduction of Ocean Concepts</li> </ul>	
2	<b>Exploring Shallow Seas</b> <ul style="list-style-type: none"> <li>• Identifying prior knowledge</li> <li>• Mapping the oceans</li> </ul>	
3	<b>Ocean Waves</b> <b>Tides</b>	
4	<b>How deep is the ocean?</b> <b>Why is the ocean salty?</b>	
5	<b>What Causes the Gulf Stream?</b> The Seven Seas	
6	<b>Tidal Waves</b> How deep can we explore in the Ocean?	
7	<b>The bottom of the Ocean</b> Plant life of Oceans	Topic Test 20%
8	<b>Ocean Life Research Task</b> Mural	Research Task Content 20% Research Component 10%
9	<b>Ocean Life Research Task</b> Mural	
10	<b>Ocean Life Research Task</b> Mural	

# Year 8 Oceanography

Semester 1 2017

	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 2</b>	<b>Class Mural Completion</b>	
Week 1		
2	Creatures of the Deep	
3	<b>Mythical Creatures or Legends Research</b> Pirates Mermaids Kraken Selkies Loch Ness Monster Giant Squids	Research task content 20% Research component 10%
4	<b>Mythical Creatures Research</b>	
5	<b>Mythical Creatures Research</b>	
6	<b>Mythical Creatures Research and presentation</b>	
7	<b>EXAM WEEK</b>	
8	<b>Exploring Ship Wrecks</b>	In-class assessment 20%
9	<b>Exploring Ship Wrecks</b>	
10	<b>Exploring Ship Wrecks</b>	

# Year 8 HEALTH & PHYSICAL EDUCATION

## Physical Education

### Semester 1 2017

Students will participate in two 8 week programs in Semester 1. Female classes will begin with Hockey in term 1 and conclude with Soccer in Term 2. Male classes will begin with Soccer and conclude with Hockey. All students will commence an athletics program for the remaining weeks of term 2 which will lead into second semester; however this program will not be included in the semester 1 assessment schedule.

Week	Key Skills and Strategies	Assessment/Weighting
<b>Term 1</b>  Week 1 - 2	<b>Fundamental skills &amp; strategies</b> Girls – Hockey Boys – Soccer & (Specialised Touch Rugby) - Develop fundamental skills (ball control, passing, trapping, dribbling etc) through individual & partner practice, drills and modified games. - Develop basic offensive and defensive game strategy through drills and modified games.	Informal assessment of fundamental skills.
3 - 4	<b>Sports-specific skills &amp; strategies.</b> Girls Hockey, Boys Soccer. - Develop sport specific skills through individual & partner practice, drills and modified games. - Develop and apply a range of sport specific strategies.	Informal assessment of focus skills & strategies.
5 - 7	– Girls Hockey, Boys Soccer – Fixtured games (application of skills and game strategy) - Umpiring – each team participates in an umpiring roster (application of self-management & interpersonal skills) - Student directed warm-ups and pre-game training. (application of self-management & interpersonal skills)	Assessment of <b>self-management skills &amp; Interpersonal skills.</b> <b>30%</b>
8 - 10	– Girls (Hockey) Boys (Soccer) - SEPEP - Students run their own warm-ups and training leading into finals. - Students play finals.	Assessment of <b>focus skills &amp; game strategy.</b> <b>20%</b> (Practical application)



# Year 8 HEALTH & PHYSICAL EDUCATION

## Physical Education

Semester 1 2017

Week	Key Skills & Strategies	Assessment/Weighting
Term 2 Week 1 - 2	<p><b>Fundamental skills &amp; strategies</b></p> <p>Girls – Soccer Boys - Hockey</p> <ul style="list-style-type: none"> <li>- Develop fundamental skills (ball control, passing, trapping, dribbling etc) through individual &amp; partner practice, drills and modified games.</li> <li>- Develop basic offensive and defensive game strategy through drills and modified games.</li> </ul>	Informal assessment of fundamental skills.
3 - 4	<p><b>Sports-specific skills &amp; strategies.</b> Girls Soccer, Boys Hockey.</p> <ul style="list-style-type: none"> <li>- Develop sport specific skills through individual &amp; partner practice, drills and modified games.</li> <li>- Develop and apply a range of sport specific strategies.</li> </ul>	Informal assessment of focus skills & strategies.
5 - 6	<p><b>SEPEP</b> – Girls Hockey, Boys Soccer</p> <ul style="list-style-type: none"> <li>- SEPEP – Fixtured games (application of skills and game strategy)</li> <li>- Umpiring – each team participates in an umpiring roster (application of self-management &amp; interpersonal skills)</li> <li>- Student directed warm-ups and pre-game training. (application of self-management &amp; interpersonal skills)</li> </ul>	Assessment of <b>self-management skills &amp; Interpersonal skills. 30%</b>
7	<p><b>SEPEP Finals</b> – Girls Hockey, Boys Soccer</p> <p>Students play finals.</p>	Assessment of <b>focus skills &amp; game strategy. 20%</b> (Practical application)
8 - 10	<p><b>ATHLETICS:</b></p> <p>Students will develop skills and techniques for a range of athletics events. They will also complete trials for each event which is how they qualify to compete at the College Athletics Carnival. Events include;</p> <ul style="list-style-type: none"> <li>- <b>100m &amp; 200m</b> (sprint events) Running posture, arm action, leg action, starts &amp; finishes.</li> <li>- <b>800m</b> (distance event) Pace, judgment and tactics.</li> <li>- <b>Hurdles</b> Body position, rhythm &amp; stride, arm action and leg action.</li> <li>- <b>Relays (4x100)</b> Baton changes, change-over zone, maintaining speed and acceleration.</li> <li>- <b>Long, Triple &amp; High</b> (jump events) Run-up, take-off, flight and landing phases. Scissor kick progressing into the flop for high jump.</li> <li>- <b>Shotput &amp; Discus</b> (throw events) Throw technique, weight transfer, body rotation and release.</li> </ul>	<p>Assessment of <b>Focus skills.</b></p> <ul style="list-style-type: none"> <li>- Trial data is recorded for each year and gender group.</li> <li>- Assessment of <b>Self-management skills.</b></li> <li>- Completion of all event trials will indicate participation levels, this will be reflected in their Self-management grade.</li> </ul> <p><b>Trial and participation data for athletics will contribute to next semester's grades.</b></p>
<p><b>Note – Students will rotate through the above events which will continue into next term leading up to the Athletics Carnival in week 8.</b></p>		

# Year 8 HEALTH & PHYSICAL EDUCATION

## Health Education

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b> Week 1	<b>Introduction to topic.</b> - Icebreaker activity. - Revise changes that occur during puberty. - Revise male and female hormones that affect changes.	<b>Weighting represents            50% of semester grade.</b>
2 - 3	<b>Structure and Function of the Male and Female Reproductive Systems</b> - Functions of the reproductive system. - The Menstrual cycle.	
4	<b>Influences on sexual choices</b> - Where to go for support or information. - Your rights and responsibilities. - Sexuality.	
5	<b>Safe sex</b> - The law of consent. - Being in control.	
6	<b>Sexually Transmitted Infections</b> - Contraction and transmission. - Prevention. - Risk taking behaviours.	
7 - 8	<b>'Here comes Puberty' – Assessment task</b> - Students produce an informative resource targeted at primary students highlighting the physical, social and emotional changes encountered as they move through puberty and into adolescence.	<b>Practical Assessment Task            Knowledge and Understanding.            (25%)</b>
9	<b>- Complete Topic Test - Assessment</b> - Complete student reflection on unit achievement and effort.	<b>Topic Test            Knowledge and Understanding.            (25%)</b>
10	<b>Performance and evaluation:</b> Role play scenario	

# Year 8 HEALTH & PHYSICAL EDUCATION

## Health Education

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 2 Week 1	<b>Introduction to topic</b> - What is bullying? - Power in relationships.	<b>Weighting represents 50% of semester grade.</b>
2-4	<b>Bullying tactics</b> - Defensive and aggressive behaviours. - Recognising bullying behaviours in others. - Recognising bullying behaviours in yourself. - Recognising situations that trigger bullying behaviours.	
5	<b>Anti-Bullying tactics</b> - Appropriate behaviours. - What can you do?	
6-7	<b>Seeking help</b> - Support networks. - School assistance. - Website analysis task.	
8 - 9	<b>'Stand up for yourself'</b> - Students produce an informative resource targeted at new students to educate them about our schools stance on the issue of bullying.	
10	- <b>Complete Topic Test - Assessment</b> - Complete student reflection on unit achievement and effort.	<b>Topic Test Knowledge and Understanding. (50%)</b>

**YEAR 8 Fashion & Textiles**

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b>	<b>Book Design &amp; Construction</b> Students will construct their own book using a variety of materials. The book will be assessed again at the end of the semester.	10%
<b>Week</b> 1 - 2		
3	<b>Fashion Illustration</b> Students will learn to sketch recent Haute Couture Fashion. Using design technique, SCAMPER, they will design two cohesive looks.	10%
4 - 7	<b>Dream Catcher</b> Students will study the history of dream catchers and symbolism in fashion. They will then design and create their own dream catcher.	20%
8	<b>Sewing</b> Students will learn how to machine sew. They will learn to set up and use the machines.	10%
9 - 10	<b>Easter Basket</b> Students will design and create fabric basket using the sewing machine. They will learn about lining and interfacing.	10%
<b>Term 2</b> 1 - 3	<b>Wool4school</b> Students will participate in the prestigious Wool4school program run by The Woolmark Company. <a href="http://www.wool4school.com/">http://www.wool4school.com/</a> This work will be shown at the Semester One Arts and Technologies Showcase.	20%
4 - 6	<b>Softie heat bag</b> Students will design a soft toy character. Using quilting techniques, they will construct it as a heat bag.	20%
7 - 9 <b>Exam Week</b>	<b>String Art</b> Students will study Pop Art. Using timber, nails & string, they will design and create a Pop Art inspired wall hanging.	Not Assessed
10	<b>Task completion, tidy &amp; celebrations.</b>	Not Assessed

**Year 8 Visual Art****Semester 1 2017**

<b>Week</b>	<b>Key Concepts/Essential Contents</b>	<b>Assessment/Weighting</b>
<b>Term 1</b>  <b>Week 1</b>	Introductions – Why study Visual Art Procedures & expectations. Create folio cover page. Elements of Visual Art	
2-3	Water colour painting skills Shapes, precision and techniques.	For two of student skill pieces. 10 Marks
4-6	Project 1- Mexican Day of the Dead project Design, create and water colour paint an intricate pattern on a skull template using water colour paper.	20 Marks
<b>End Term 1</b> <b>Start Term 2</b>  <b>Weeks 7-12</b>	Mythical creatures project- ie anatomical drawings - (Leonardo Da Vinci style), design and create a mythical creature and construct with clay (fully glazed and fired).	Drawings 10 Marks Mythical Design work 10 Marks Mythical Creature 20 marks
13-17	Limited Palette Posterise (Posterised in Photoshop). Painting project using Acrylic paints. Posterised portrait using one colour (with white) and a 2 <sup>nd</sup> portrait, using multiple colours.	Posterised Paintings 20 marks
18	Sketching Faces – Practice for Y9 Painting & Drawing. Students practice drawing facial features with shading to create a realistic portrait of a human or animal face.	Drawing Skills 10 Marks

**YEAR 8 DANCE****Semester 1 2017**

<b>Week</b>	<b>Key Concepts/Essential Content</b>	<b>Assessment/Weighting</b>
<b>Term 1</b> 1 - 4	<b>Elements of Dance – Class work</b> Students will explore the BEST elements of dance; Body, Energy, Space & Time. They will cover basic Modern Jazz movements including walks, turns, kicks & leaps. They will learn short sequences and re-interpret them using the BEST elements of dance. They will also learn a range of choreography devices including canons, repetition, retrograde and levels.	20%
5 - 6	<b>Modern Jazz – Partner Choreography</b> In pairs, student with choreograph, costume and perform a short Jazz piece using movements learned and BEST elements.	20%
7 - 10	<b>Modern Jazz – Small Group Choreography</b> Students will learn how to choreograph a small group piece. Taking choreography from their small group performances and adding transitions and pathways, students will work together to create a one minute piece.	20%
<b>Term 2</b> 1 - 3	<b>Contemporary – Class work</b> Students will learn the elements of contemporary dance including body awareness, balance, centre movements, basic falls and leg swings.	20%
4	<b>Excursion – WA Ballet</b> Students will watch a performance of Don Quixote by the WA Ballet Company at His Majesty's Theatre. Tuesday 16 May at 12pm.	Not Assessed
5 - 10	<b>Contemporary/Jazz – Whole class choreography</b> As a class, students will choose a theme and choreograph a whole class piece for the Semester One Arts & Technologies Showcase. Students will produce, stage and costume the piece.	20%

**Year 8 MUSIC**

Semester 1 2017

Outcome Making	Task	Assessment/Weighting
<b>ACAMUM092/093</b> – Music Literacy (Aural/ Theory)	Rhythm <ul style="list-style-type: none"> <li>• Simple time 4/4, 3/4, 2/4</li> <li>• Semibreve, minim, crotchet, quaver, semiquaver, Titicka, tickati</li> <li>• Rests + dotted crotchet rest</li> <li>• Anacrusis and ties</li> <li>• Gradually getting slower or faster (crescendo and decrescendo)</li> </ul> Pitch <ul style="list-style-type: none"> <li>• Major pentatonic and minor pentatonic</li> <li>• Major and Minor scales up to 2# and 2b</li> <li>• Tonality – major, minor and pentatonic</li> <li>• Triads I IV V- in isolation and simple progression</li> </ul> Dynamics and expression <ul style="list-style-type: none"> <li>• Pianissimo, piano, mezzo piano</li> <li>• Crescendo and decrescendo</li> </ul> Form and structure <ul style="list-style-type: none"> <li>• 12 bar Rock and Roll</li> <li>• intro/outro</li> <li>• hook</li> <li>• head</li> <li>• theme and variation</li> </ul> Timbre <ul style="list-style-type: none"> <li>• Discern between acoustic and electric sounds</li> <li>• Instrumental and vocal types</li> </ul> Texture <ul style="list-style-type: none"> <li>• Counter/ descant melody</li> </ul> Unison/monophonic VS melody/homophonic	Fortnightly quiz (15%)
<b>ACAMUM093/095</b> Composition and arranging	Use of given composition frameworks to structure arrangements and create original works, improvising and combining the elements of music to trial, refine and shape	<ul style="list-style-type: none"> <li>• Garage band composition (Term 1) (20%)</li> </ul>
<b>ACAMUM094/095</b> Practical and Performance skills	<ul style="list-style-type: none"> <li>• Scales</li> <li>• Repertoire list</li> <li>• Report from instrumental lessons</li> <li>• Rehearsal</li> </ul> Expressive possibilities and stylistic features	<ul style="list-style-type: none"> <li>• Scales barriers (Term 1&amp;2) 10%</li> <li>• Mini Concert (Term 1&amp;2) 10%</li> <li>• Ensemble</li> <li>• Instrumental lessons (20%)</li> </ul>
<b>Outcome Responding</b>		

<b>Year 8 MUSIC Semester 1 2017 Continued)</b>		
<p><b>ACAMUM097/098</b> Analysis and Content</p> <p>Response Interpretation Evaluation</p>	<p>Analysis and Content</p> <ul style="list-style-type: none"> <li>• History of Rock &amp; Roll</li> <li>• Identification of and discussions of the use of specific music elements in a range of works using defined frameworks, identified criteria and appropriate music terminology.</li> <li>• Identification, description and comparison of music and music practices across a range of cultural, social and historical contexts</li> </ul> <p>Response Interpretation Evaluation</p> <ul style="list-style-type: none"> <li>• Critiques both self and peer</li> <li>• Outlines strengths and weaknesses and provides ways to improve their own and others performance when giving feedback</li> <li>• Use of musical terminology to make informed opinions, observations and evaluations about music.</li> <li>• Identifying personal preferences and articulating the reasons for them</li> </ul>	<ul style="list-style-type: none"> <li>• History assessment poster (group assignment) + presentation 15%</li> <li>• Ensemble Critique 5%</li> </ul>



**YEAR 8 DRAMA**

Semester 1 2017

Drama		
Making	Activities	Assessment/Weighting
<p>Voice and movement techniques for selected drama forms and styles (<a href="#">ACADRM043</a>)</p> <p>Preparation techniques for voice and movement for selected drama forms and styles (<a href="#">ACADRM043</a>)</p> <p>Mime techniques (mapping the imaginary space before the performance and for audience during the performance) in drama (<a href="#">ACADRM043</a>)</p>	<ul style="list-style-type: none"> <li>- Warm-ups</li> <li>- Voice in performance</li> <li>- Mime: creating illusion through use of body</li> <li>- Body Language: expression, gesture and interpretation</li> </ul>	<p>Performance task 15%</p> <p>(The Lake)</p>
<p>Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and impact on audience (<a href="#">ACADRM042</a>)</p> <p>Improvisation conventions (extending the action, responding to conflicts in the narrative) (<a href="#">ACADRM043</a>)</p>	<ul style="list-style-type: none"> <li>- Overview of improvisation</li> <li>- The Skills of Improvisation</li> <li>- Improvisation exercises</li> <li>- Character types</li> <li>- Elements of Drama</li> </ul>	<p>Improvisation task 20%</p>
<p>Approaches to characterisation (creating believable characters) (<a href="#">ACADRM041</a>)</p> <p>Drama structures based on action/reaction and moving to a resolution (<a href="#">ACADRM042</a>)</p> <p>Effective group work processes (providing constructive feedback) in drama (<a href="#">ACADRM042</a>)</p>	<ul style="list-style-type: none"> <li>- Steps in Play building</li> <li>- Play building structures</li> <li>- Creating and controlling focus</li> <li>- Scene transition</li> <li>- Creating character</li> <li>- Stage spaces and the audience</li> </ul>	<p>Creating a play 30%</p>
<p>Drama conventions for selected drama forms and styles (<a href="#">ACADRM043</a>)</p> <p>Drama structures based on action/reaction and moving to a resolution (<a href="#">ACADRM042</a>)</p>	<ul style="list-style-type: none"> <li>- Types of Drama</li> <li>- Comedy – Overview of comedy in performances</li> <li>- Slapstick</li> <li>- Characters in slapstick</li> <li>- Parody</li> </ul>	<p>Soap opera parody 20%</p>
RESPONDING	ACTIVITY	ASSESSMENT
<p>Reflective processes on their own and others' work, the impact on meaning of the use of the elements of drama in performance and general drama terminology and language (<a href="#">ACADRR04</a>)</p>	<ul style="list-style-type: none"> <li>- Student reflective journal</li> <li>- Writing a review</li> <li>- Steps in reviewing a live performances</li> <li>- Evaluating the components of a live performance</li> </ul>	<p>Student Journal 10%</p> <p>Formal Review of a performance 10%</p>