



**KINROSS
COLLEGE**

Believe • Act • Achieve

Year 8 Course Outlines

Semester 2 - 2017

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 2 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

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
August 2017

Faculty of English
Year 8 ENGLISH
 Semester 2 2017

| Week | Key Concepts/Essential Content | Assessment/ Weighting |
|--------------------------------------|---|---|
| <p>Term 3</p> <p>1</p> | <p><u>Literature Unit</u></p> <p>Looking at stories/poetry from around the world and in Australia. Reading of short stories and poems.</p> <p>Encounter literature being created for various reasons and purposes and react to the retelling of a literary text, looking into aboriginal past and present in Australia. Reading of Australian/world stories, poems and understanding the background and message given.</p> <p>Structure of different type of poems and short stories. Experience people speaking and communicating. React to different sounds, and words; and respond to visual. Reacting to familiar voices and preferred sounds</p> <p>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts, may reflect or challenge the values of individuals and groups (ACELT1626)</p> <p>Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)</p> | <p>Spelling 5 %</p> <p>Stars and Cars 10%</p> <p>Journal writing 5 %</p> |
| <p>2</p> | <p>Explore the interconnectedness of country/place, people, identity and culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Compose a poem with a theme.[Teacher to decide how this looks] 2. Choose a poem/short story of choice and explain the context behind it and what it means to the author and reader. (one page OR Explain the meaning of own poem) | <p>Task 1 : Two parts 10%</p> |
| <p>3</p> | <p>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)</p> <p>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 (ACELY1808)</p> | |
| <p>4</p> | <p><u>Persuasive Unit</u></p> <p>Apply knowledge of text form and type to create a persuasive multimodal text that presents a perspective and shapes audience response. Understanding the structure and Language of persuasive writing.</p> <p>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</p> | <p>Task 2: 10 % Write a persuasive essay on a current global issue.</p> |

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| 5 | <p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations analysing the effects of using multimodal and digital conventions analysing how attitude and mood are shaped. <p>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)</p> | |
| 6 | <p>Poetry Anthology <u>What is a collection of poems and looking at different types of poetry around the world and in Australia.</u> <u>Read poems written by aboriginal writers.</u></p> <p>Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</p> | <p>Task 20 % Poetry Anthology project</p> |
| 7 | <p>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)</p> | |
| 8 | <p>Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)</p> | |
| 9 | <p>Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)</p> | |
| 10 | <ul style="list-style-type: none"> Using strategies for planning, drafting, editing and proofreading Using accurate spelling, punctuation, syntax and meta-language Using appropriate quotation and referencing protocols. | |

Please note that dates are a guide only and may change to suit teacher/student needs.

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|-------------------|--|---|
| Cont 6 | Exam revision <ul style="list-style-type: none"> • Review syllabus content. • Review individual strengths and areas for focus. • Review time management skills for test conditions. | |
| 7 | EXAMS WEEK | Exam: 30% |
| 8 | Advertising Composing advertisements Novel study-Extension students Apply understanding of context, purpose and genre to position the audience to respond in a particular way in a form of choice. | Task Creating adverts Novel study. |
| 9 | Advertising Composing advertisements Spelling strategies and Cars and Stars reading scheme Novel Study-Extension students Reflect on their own and others' texts by: <ul style="list-style-type: none"> • analysing the values and attitudes expressed in texts evaluating the effectiveness of texts in representing ideas, attitudes and voices. | |
| 10 | Advertising Composing advertisements Spelling strategies and Cars and Stars reading scheme | |

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Faculty of Mathematics
Year 8 Mathematics
 Semester 2 2017

| Term 3 | Key Concepts/Essential Content | Assessment/ Weighting |
|---------------|--|--|
| Week 1 | Explore match/dot patterns to establish linearity. Use a rule to create a pattern. Cartesian plane and plotting co-ordinates. Completing a table of values, plot the resulting points and determine whether the relationship is linear. | |
| 2 | Find the rule for a linear relationship. Using graphs to solve linear equations. | |
| 3 | Interpret graphs and tables. Collecting and displaying data. | 2 Test: Patterns & Linear Graphing (16.25%) |
| 4 | Use histograms to display data. Calculate measures of centre. Look at surveying and sampling. | |
| 5 | Solve one and two step linear equations. | |
| 6 | Solve equations with pro-numerals on both sides and equations with brackets. | |
| 7 | Write simple algebraic equations from contexts and solve. | 3 Test: Substitution & Solving Equations (16.25%) |
| 8 | Use index notation to establish the index laws with positive indices and the zero index. | |
| 9 | Use index notation to establish the index laws with positive indices and the zero index. | |
| 10 | Revise on and catch up on content covered during the term | |
| Term 4 | | |
| Week 1 | Understand ratio as the comparison of one amount to another. Write ratios in their simplest form. | |
| 2 | Use ratios to determine the quantities or amounts required. Find quantities using ratio. Share amounts according to ratios. Ratios and rates and the unitary method. Solve rate problems. | |
| 3 | Compare and order decimals. Add, subtract, multiply and divide decimals, using written and mental strategies and with technology. | 4 Ratios (16.25%) |

Mathematics continued

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| 4 | Understand the concept of recurring and terminating decimals and use appropriate representations. Recognise and understand rational and irrational numbers including π . Convert between fractions, decimals and percentages. | |
| 5 | Define congruence of plane shapes using transformations. | |
| 6 | Develop the conditions for congruence of triangles. | |
| 7 | EXAM WEEK | 5 Exam: Semester 2 (30%) |
| 8 | Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning. | |
| 9 | Understand the concept of %, what % means and how it is used in the world. Use a calculator to find % of amounts. Find 10%, 1% and therefore 11% (etc.) of amounts using mental strategies. | |
| 10 | Calculate % increase and decrease of amounts and understand the concepts of discount, profit and loss. Calculate percentage change | |

Please note that dates are a guide only and may change to suit teacher/student needs.

There are five assessments a semester, consisting of three tests, one investigation and one exam, with a total weighing of 95%.

5% of student grades will come from their classwork and homework.

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 Yr8s 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
Semester 2 2017

Year 8 SCIENCE**Semester 2 2017**

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

| Topics | Year 8 SCIENCE Semester 2 2017– (Continued) Lesson Title and MLO for each lesson. | Assessment and weighting |
|---|---|---|
| Term 4 Week 1 Reproducing. | <ol style="list-style-type: none"> 1. There are different ways of reproducing. 2. The female reproductive system produces eggs in the ovaries. 3. The male reproductive system produces sperm in the testes. | Assessing prior Knowledge: Reproducing. |
| 2 | <ol style="list-style-type: none"> 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: Reproducing Weighting 15% |
| 4 | Exam prep | |
| 5 | Exam week. End of semester 2 exam: Exam to cover the following topics: Energy Cells. Surviving. Reproducing. | End of semester 2 exam Weighting 20% |

Year 8 – HISTORY**Semester 2 2016**

| Week | Key Concepts / Essential Content | Assessment/Weighting |
|---------------------------|--|---|
| Term 3 1 | Economics <ul style="list-style-type: none"> • What is the Law of supply? • What is the Law of demand? • What are the five economic markets? | Assessment 10% |
| 2 | Economics: <ul style="list-style-type: none"> • What are imports? • What are exports? • What are the five types of businesses and how do they differentiate from each other? | |
| 3 | Economics: Working <ul style="list-style-type: none"> • What are the benefits of working? • What kind of work is there? • What is the social responsibility of businesses? | Assignment 10% |
| 4 | Historical Concepts & Skills <ul style="list-style-type: none"> • Concepts: Perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability <ul style="list-style-type: none"> ○ Identify point of view ○ Able to explain the causes of events • Skills: Questioning & research, analysing, evaluation and communication and reflecting <ul style="list-style-type: none"> ○ Create questions to conduct an historical inquiry ○ Identify primary and secondary sources | |
| 5 | The Big Picture <ul style="list-style-type: none"> • Birth of the modern world • Migration • Key features of the medieval world | |
| 6 | DEPTH STUDY ONE: Medieval Europe <ul style="list-style-type: none"> • Feudalism <ul style="list-style-type: none"> ○ What was the relationship between the different levels of society? • Life on a manor <ul style="list-style-type: none"> ○ What is the structure of a manor house? | Homework Learning Area Effort |
| 7 | Medieval Europe <ul style="list-style-type: none"> • How society was structured? • Social groups in medieval society <ul style="list-style-type: none"> ○ What types of social groups existed in Medieval times? • Daily life in Medieval Europe <ul style="list-style-type: none"> ○ How did the average person live? • Tournaments and fairs <ul style="list-style-type: none"> ○ Why were tournaments important? ○ How were tournaments structured? | |
| 8 | Medieval Europe <ul style="list-style-type: none"> • What were the living conditions in Medieval Europe? • How were towns and cities set out? • The structure of castles • Commerce <ul style="list-style-type: none"> ○ What is trade? ○ How was trade organised? | Assessment : Concepts 20% Research 10% |

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| Term 3 (Cont) 9 | Rich Task: Skills Achievements of Medieval Women <ul style="list-style-type: none"> • What was the role of medieval women? • How did medieval women make their mark? • Why was Joan of Arc significant? • What is the historical significance of these achievements? | |
| 10 | New Empires <ul style="list-style-type: none"> • The arrival of the Vikings <ul style="list-style-type: none"> ○ What impact did the Vikings have? • The significance of the Normans <ul style="list-style-type: none"> ○ What changes to daily life did the Normans make? | Assessment 10% |

Year 8 – HISTORY**Semester 2 2016**

| Week | Key Concepts / Essential Content | Assessment/ Weighting |
|--------------------------------|--|-------------------------------------|
| Term 4 Week 1 | Medieval Europe <ul style="list-style-type: none"> • The spread of Christianity • The Crusades | |
| 2 | Significant Event: Source Analysis <ul style="list-style-type: none"> • The Battle of Hastings • Students to draw conclusions about sources: <ul style="list-style-type: none"> ○ The Bayeux Tapestry ○ Anglo-Saxon Chronicle | In Class Assessment 10% |
| 3 | Developments influencing life in Medieval Europe <ul style="list-style-type: none"> • The medieval castle • Defence systems / medieval warfare • Knights and soldiers | |
| 4 | Developments influencing life in Medieval Europe <ul style="list-style-type: none"> • Crime and punishment <ul style="list-style-type: none"> ○ Trial by ordeal ○ Trial by combat | |
| 5 | Medieval Europe Summary - Revision / Catch up: <ul style="list-style-type: none"> • Revise key concepts • Students create a mind-map | |
| 6 | Depth Study Two: The Black Death in Asia, Europe and Africa <ul style="list-style-type: none"> • Life before the black death • Growth of trade and cities • Why did new sea routes open up? | |
| 7 | EXAMINATION WEEK <ul style="list-style-type: none"> • Classes collapsed due to examinations. | Examination 30% |
| 8 | Living Conditions <ul style="list-style-type: none"> • Describe what living conditions were like in medieval cities? • Describe what living conditions were like in the country? • Describe life expectancy in medieval times | |
| 9 | Black Death: Symptoms <ul style="list-style-type: none"> • What were the causes of the Black death? • What were the symptoms of the Black death? • How was the Black death spread? | Board Game – Peer Assessment |
| 10 | Black Death: Cures & Changes to Society <ul style="list-style-type: none"> • What medicine / cures were used? • What were the short term and long term effects? • Why did people believe it was the 'end of the world'? • How did the decline in population change life in Medieval Europe? | |

Please note that dates are a guide only and may change to suit teacher/student needs.

Faculty of Technology and Enterprise

Year 8 – Let's Cook

Semester 2 2017

| Week | Key Concepts/Essential Content | Assessment/Weighting |
|--------------------------|--|---|
| Term 4 | | |
| 1a 1b | ANZAC cookies French hot chocolate | |
| 2a 2b | Rissoles & vegetable demonstration Rissoles and vegetable practical | Work books Assessment /10 |
| 3a 3b | Pasties Fried rice practical | |
| 4a 4b | Asian Beef Noodles Microwave Potato Slice | |
| 5a 5b | Peer Cooking Stuffed spud | Assessment /25 |
| 6a 6b | Peer Cooking Quick biscuits | Assessment |
| 7a 7b | Peer Cooking EXAM WEEK | Assessment |
| 8a 8b | Apple crumble demonstration Mini quiche | Food Pyramid /20 |
| 9a 9b | Butterfly cakes demonstration Chilli beef stir-fry | |
| 10a 10b | Choc Chip Biscuits Smoothie | |

Please note that dates and topics are a guide only and may change to suit teacher/student needs.

Year 8 Visual Art

Semester 2 2017

| Week | Key Concepts/Essential Contents | Assessment/Weighting |
|---|--|--|
| Term 3 Week 1 | <p>Introductions – Why study Visual Art Procedures & expectations. Create folio cover page. Elements of Visual Art</p> | |
| 2-3 | <p>Water colour painting skills Shapes, precision and techniques.</p> | For two of student skill pieces. 10 Marks |
| 4-6 | <p>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.</p> | 20 Marks |
| End Term 3 Start Term 4 Weeks 7-12 | <p>Mythical creatures project- i.e anatomical drawings - (Leonardo Da Vinci style), design and create a mythical creature and construct with clay (fully glazed and fired).</p> | <p>Drawings 10 Marks Mythical Design work 10 Marks Mythical Creature 20 marks</p> |
| 13-20 | <p>Limited Palette Posterise (Posterised in Photoshop). Painting project using Acrylic paints. Posterised portrait using one colour (with white) and a second portrait, using multiple colours.</p> | Posterised Paintings 20 marks |
| 18 | <p>Sketching faces – Practice for Yr 9 Painting & Drawing. Students practice drawing facial features with shading to create a realistic portrait of a human or animal face.</p> | Drawing Skills 10 Marks |