

Bayside P-12 College

Year 8

Course outlines

Year Level: 8

SUBJECT: Academic Achievers English

Strand: Literature

Strand: Literacy

Strand: Language

CONTENT:

Students are encouraged to read widely and are a part of an independent reading program. To further develop understanding of reading we explicitly teach comprehension strategies such as questioning, summarising, making connections and inference. Students study novels, short fiction, film and poems and analyse setting, character and plot.

They are taught to write in a number of genres including personal narrative, persuasive and letters to the editor, short fiction, analytical and poetry, in addition to course work. Through writing and specific activities students further develop an understanding of the correct use of grammar, spelling and punctuation.

Students are supported by teachers through regular individual reading and writing conferences which provide students with goals and timely feedback.

Students are encouraged through group work, debates and class discussions to articulate their thoughts and opinions.

ASSESSMENT:

Typically in Year 8 (Academic Achievers) we use the following assessments:

- Personal Narrative
- Letter to the Editor
- Analytical essay
- Short fiction
- Exam

Year Level: 8

SUBJECT: English

Strand: Literature

Strand: Literacy

Strand: Language

CONTENT:

Students are encouraged to read widely and are a part of an independent reading program. To further develop understanding of reading we explicitly teach comprehension strategies such as visualisation, making connections and inference. Students study novels, short fiction and poems and analyse setting, character and plot.

They are taught to write in a number of genres including personal narrative, persuasive and letters to the editors, short fiction, newspaper articles and poetry, in addition to course work. Through writing and specific activities students further develop an understanding of the correct use of grammar, spelling and punctuation.

Students are supported by teachers through regular individual reading and writing conferences which provide students with goals and timely feedback.

Students are encouraged through group work and class discussions to articulate their thoughts and opinions.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Essays
- Text analysis
- Creative writing
- Oral presentations
- Language analysis
- Exam

Year Level: 8

SUBJECT: English as an Additional Language (EAL)

DOMAIN: English **Stages:** S1, S2

Standard: Speaking and Listening

Standard: Reading and Viewing

Standard: Writing

CONTENT:

Students work towards expanding their understanding and use of English in different social and academic contexts. Students are taught a range of genre such as personal recounts, persuasive, narrative and report writing. Through modelling and scaffolding students learn how to structure their writing using a basic framework such as an introduction, a body and a conclusion.

As students study new texts, novels and films, they undertake a range of before, during and after reading activities focusing on specific aspects of texts. They continue to learn to read for different purposes such as to extract specific information or to identify a sequence of events. They practise reading aloud and listen when others read. When responding to texts and films they explore meanings beyond the literal level, for example, discussing implied meanings, figurative language, characters and plots in a narrative. They research and undertake short discussions and presentations on familiar and unfamiliar topics in small groups.

Students participate in activities that focus on grammar, vocabulary and spelling to further develop their writing skills.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Essays written in different genres: imaginative, persuasive, personal narrative, letters and character biographies
- Oral presentation or conversations
- Spelling and grammar
- Text response and film response
- End of semester exam

Year Level: 8

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Measurement and Geometry

Strand: Statistics and Probability

CONTENT:

Students use efficient mental and written strategies to carry out the four operations with integers. They round decimals and solve problems involving percentages. Students recognise the index laws and apply them to whole numbers and variables. They simplify a variety of algebraic expressions and solve linear equations. They graph linear relationships on the Cartesian plane. They solve a range of everyday problems involving rates and ratios. Students determine complementary events and use the sum of probabilities to solve problems. They understand the challenges of collecting representative data and the effect on medians and means of outliers. Students choose appropriate units of measurement for area and volume and solve problems. They recognise the features of circles and solve problems involving circumference and area. Students identify conditions for congruence of plane shapes and establish properties of quadrilaterals and solve related numerical problems. They solve problems involving time duration.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Tests
- Assignments
- Bookwork

Year Level: 8

SUBJECT: Science

Strand: Science understanding

Strand: Science as a human endeavour

Strand: Science inquiry skills

CONTENT:

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Assignments (1 per semester)
- End of topic tests (at the end of every topic)
- End of semester exams
- Book work

Year Level: 8

SUBJECT: Humanities

DOMAIN: History

Dimension: Historical knowledge and understanding

Dimension: Historical reasoning and Interpretation

CONTENT:

Medieval Europe

- How are societies organized? – New arrivals and changing populations, Medieval monarchies
- Feudalism – How does the organisation of a society influence daily life: Groups in medieval society
- Daily life – What makes a society significant?, Art, architecture and music
- The crusades – How and why do societies change?, Towns and commerce, Warfare
- Crime and punishment

Shogunate Japan

- leaders, ideas, inventions, legacy, expansion

The Black Death

- scope and impacts

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Essay - medieval
- Written Report - Japan
- Oral Presentations – Black death
- Class work and homework

Year Level: 8

SUBJECT: Humanities

DOMAIN: Geography

Dimension: Geographical knowledge and understanding

Dimension: Geospatial Skills

Dimension: Geographical Inquiry

CONTENT:

- Use a variety of geographic tools and skills and an inquiry based approach to investigate regions of Australia and those surrounding it.
- Extend knowledge and understanding of physical phenomena (including natural hazards) and of the physical processes that produce them.
- Investigate tectonic plate movements and their consequences.
- Analyse, evaluate and present geographical information using a range of forms including satellite images and atlas maps.
- Apply knowledge and understanding of scale, grid references, legend and direction in using maps, photographs, satellite images and text from electronic media as sources of spatial information.
- Examine landscapes and how they affect our environment.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Written reports based on field work
- Oral presentation
- Class work and homework
- Exam

Year Level: 8

SUBJECT: PASE

DOMAIN: Physical, personal and social learning – Health and Physical Education

Dimension: Movement and physical activity

Dimension: Health, knowledge and promotion

CONTENT:

In Year 8, students will be actively involved in a range of different sporting activities. They will participate in both individual and team sports at a moderate to vigorous intensity. Students will investigate the rules, concepts and skills required for particular sports and work towards developing their knowledge in this area. Students will further develop their motor skills and tactics across different sporting activities. At Year Eight, students will study health and investigate risk-taking activities, focusing on alcohol, tobacco and drugs.

The topics covered will include:

- Fitness
- Netball
- Football codes
- Athletics
- Cricket
- Softball
- Aquatics

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Practical assessment
- Four major assignments on topic covered per semester

Year Level: 8

SUBJECT: Arabic

DOMAIN: Languages

Dimension: Communicating in a language other than English

Dimension: Intercultural knowledge and language awareness

CONTENT:

Students continue to develop their listening, speaking, reading and writing skills in the Arabic language. Students acquire new information and language, and recycle previously learnt language skills and knowledge to talk about themselves, their family and their ideas.

Students are able to employ different strategies to obtain the gist and main ideas from short spoken and written texts in Arabic. They initiate and maintain simple conversations on a variety of topics and adapt language and gesture for the role, audience and purpose of the interaction.

The topics studied include family, animals, hobbies/leisure activities, transportation and culture within the Arab world. Grammar such as nouns, pronouns, verbs and adverbs and adjectives are also covered.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Vocabulary quizzes and tests
- Oral presentation, role-play or conversation
- Written tasks – responding to written comprehension
- Listening, grammar and reading assessment based on the topics studied
- Responding to a spoken text
- Cultural projects
- End of semester exam

Year Level: 8

SUBJECT: Italian

DOMAIN: Languages

Dimension: Communicating in a language other than English

Dimension: Intercultural knowledge and language awareness

CONTENT:

Students continue to develop their listening, speaking, reading and writing skills in the Italian language. Students acquire new information and language, and recycle previously learnt language skills and knowledge to talk about themselves, their family and their ideas.

Students are able to employ different strategies to obtain the gist and main ideas from short spoken and written texts in Italian. They initiate and maintain simple conversations on a variety of topics and adapt language and gesture for the role, audience and purpose of the interaction.

The topics studied include family, animals, hobbies/leisure activities and the regional diversity of Italy. Within each topic a comparison is made between Italian and Australian culture.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Vocabulary quizzes and tests
- Oral presentation, role-play or conversation
- Written tasks – linked paragraphs and short passages in specific contexts
- Listening, grammar and reading assessment based on the chapters studied
- Cultural projects
- End of semester exam

Year Level: 8

SUBJECT: Japanese

DOMAIN: Languages

Dimension: Communicating in a language other than English

Dimension: Intercultural knowledge and language awareness

CONTENT:

Students further develop their writing skills in hiragana and kanji. They expand their vocabulary knowledge to use in standard sentences. They expand their knowledge of grammatical structures and particles which are used to express intention and ideas.

Students are able to identify basic information from spoken and written texts and use strategies to assist their understanding of the texts. They participate in spoken and written interactions in a range of realistic situations paying attention to the audience and purpose of those interactions.

The topics studied include towns and cities, weekly activities, time, daily routines and school life. Within each topic a comparison between Japan and Australia is made.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Hiragana, kanji and vocabulary tests
- Oral presentation or conversation
- Written tasks – short passages in specific contexts
- Workbook activities including listening and reading exercises
- Cultural projects
- End of semester exam

Year Level: 8

SUBJECT: Drama

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Year 8 Drama students cover the following:

- Tableaux
- Role Play
- Inference
- Genres
- Theatre Sports

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Group work performance
- Performance analysis and evaluation
- Exam

Year Level: 8

SUBJECT: Music

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Year 8 through listening, performing and composing students will be able to identify cultural, social and historical contexts of music. Students will also accumulate skills in rhythm, pitch and musicianship.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Practical Assessment
- Aural Listening Assessment
- Written Assessment
- Exam

Year Level: 8

SUBJECT: Home Economics

DOMAIN: Design, Creativity and Technology

Dimension: Investigating and Designing

Dimension: Producing

Dimension: Analysing and Evaluating

CONTENT:

In Year 8 Home Economics is an introduction to food with a focus on developing knowledge of adolescent nutrition. Students work in teams to produce food products using a variety of ingredients, equipment and cooking techniques. They develop an understanding of working safely and hygienically in the kitchen. They evaluate the food they produce.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Practical work
- Work book
- Exam \ test

Year Level: 8

SUBJECT: Textiles

DOMAIN: Design, Creativity and Technology

Dimension: Investigating and Designing

Dimension: Producing

Dimension: Analysing and Evaluating

CONTENT:

Year 8 Textiles introduces the students to the Design Process whereby the students work towards creating textile products. They investigate and research various textiles used in everyday life and their environment impact.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Practical tasks
- Workbook
- Investigation

Year Level: 8

SUBJECT: Voyager

STRANDS: General Capabilities

Sub - Strand: ICT Capability

Sub - Strand: Critical & Creative Thinking

Sub - Strand: Ethical Behaviour

CONTENT:

The Voyager Program is an innovative subject which focuses on developing skills for 21st Century learning. In Year 8, students establish their personal learning goals for the year.

Students are a part of an 'Information Literacy' program which develops research skills in a supportive environment. Students apply these skills in their investigations;

- Responsible Cyber Citizenship
- Ethical Dilemmas
- Creation of a 'Magazine' focussed on Teen Culture

It builds student confidence with use of information and communication technology and has been specifically designed to provide middle school students with a challenging and engaging learning environment.

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Participation in ethical dilemmas workshops
- Production of an item for Teen Culture magazine

Year Level: 8

SUBJECT: Keys to Success (KTS)

DOMAIN: Physical, Personal and Social Learning

Dimension: Managing personal learning

Dimension: Building social relationships

Dimension: Working in teams

CONTENT:

KTS is based on the *"You Can Do It!"* program. The program's core focus is the development of the student's social and emotional capabilities and an understanding of the 5 Foundations for Success: - Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience. Central to the development of the 5 foundations is Accepting Myself, Taking Risks, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules, and Social Responsibility (including the College values of respect, positive relationships, personal best and responsibility for learning).

ASSESSMENT:

Typically in Year 8 we use the following assessments:

- Class participation
- Workbook