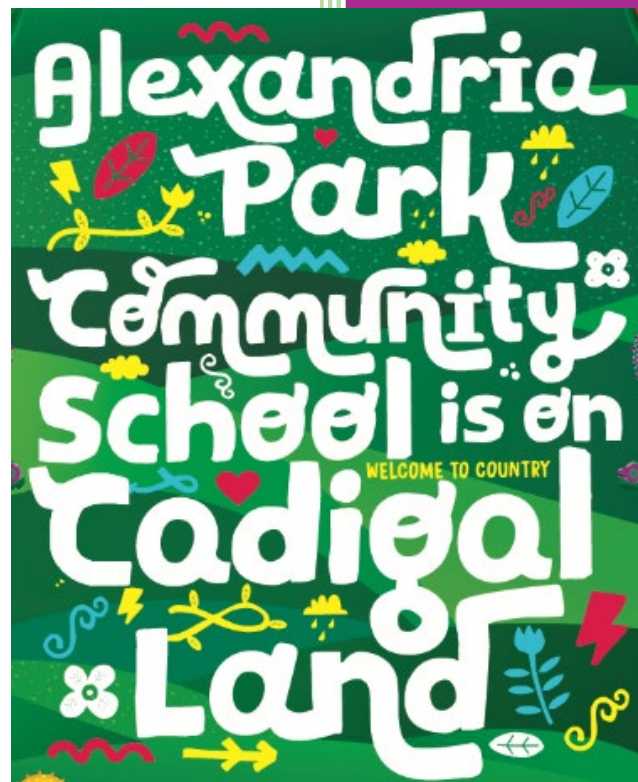


Year 8

Alexandria Park Community School
2021 Curriculum and Assessment Booklet



This booklet provides information to students and parents about the Year 8 teaching, learning and assessment programs at APCS.

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Course	Periods per cycle
English	7
Mathematics	7
Science	7
History and Geography	6

Course	Periods per cycle
PDHPE	3
Visual Arts	2
Technology	5
Music	5

Students also participate in Sport on Wednesday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

Communicating with our school

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box

Year 8 have a Google Classroom that all students will join and parents are also invited to join. This is a great place for the Year Adviser to communicate with the students. The code to join the Google Classroom is: n426ycw

Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

Who to contact:

Position at APCS	Matters they deal with:
Classroom teachers	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teachers of each subject area	If a parent has worked with their child's classroom teacher and feel that their needs should be further addressed. If a parent would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Teachers	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email Mr Waterworth at daniel.waterworth@det.nsw.edu.au
Head Teacher Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis). Please email Ms Betar at patricia.betar@det.nsw.edu.au
Deputy Principal	To be notified directly with serious concerns that a parent feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email Ms Hawkins at louise.hawkins1@det.nsw.edu.au
Principal	To be notified directly with serious concerns that a parent feels cannot be dealt with by the Deputy Principal. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.

Homework ideas for students and carers

<p>Assessment Preparation:</p> <ul style="list-style-type: none"> • The research and planning aspects of assessments should be carried out first. • Then the actual completion of the task should take place (ticking off all relevant aspects as complete). • Finally read over and edit work to ensure the work has been finessed. • Write regular revision notes and revise them for upcoming tests and in-class tasks. 	<p>Class work:</p> <ul style="list-style-type: none"> • Complete any unfinished class work and/or complete any set homework tasks prior to their due date. • Ensure homework is ready to present for the next lesson • Brain dump – give yourself 3 minutes to write down everything you learned in class that day • Create a concept map to build relationships between key words, phrases, class content • Complete activities via Education Perfect 	<p>Wide reading:</p> <ul style="list-style-type: none"> • Read both fiction and non-fiction sources covering the topics being studied in class • There are lots of ideas on this website for ways to enhance your reading skills https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html • Access Renaissance Reading • Use online resources or databases to find relevant articles and e-books on topics being studied. https://www.sl.nsw.gov.au/
<p>Teach:</p> <ul style="list-style-type: none"> • Teach your family something you were taught during class this week. 	<p>Language and Writing strategies:</p> <ul style="list-style-type: none"> • Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons). • Play Words with Friends (or similar) complete a crossword or Target game (see Sydney Morning Herald). 	<p>Media/ICT:</p> <ul style="list-style-type: none"> • Watch relevant films and documentaries • Watch the news and current affairs programs like 'The Project' (channel 10) or 'The Feed' (on SBS), • Create a Kahoot on your topic towards the end of the unit to use as revision • Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class. • Complete quizzes or questions on Education Perfect

APCS Assessment Policy and Procedures for Year 8

Assessment provides students, parents and teachers with information about student achievement and progress in each course studied, in relation to syllabus standards.

Throughout the year students will be given formal and informal assessment and learning tasks to complete in each course. Information gathered from both formal and informal tasks will be used to determine the extent to which students have achieved the outcomes of the course and the level of achievement that will be recorded on school reports.

Formal assessment task schedules for all Year 8 courses are contained in this booklet.

1. Students will be given at least one week notice, in writing, of a formal task.
2. It is the student's responsibility to be aware of all formal assessment tasks. Not knowing about a task will not be accepted as an excuse for failing to do a task or for not completing a task to your personal best.
3. If a student believes they have a valid reason to request an extension of time to complete a formal assessment task, this must be negotiated with the class teacher well in advance of the due date.
4. If a student is absent on the day a formal task is due to be completed or submitted, the student must follow these procedures on return to school.
 - 4.1 Report to the teacher who issued the task and submit a parental note or doctor's certificate explaining the absence.
 - 4.2 Negotiate a time to sit the task / alternate task OR submit the completed task.

This procedure **MUST** be done by the first day back on return to school.

If deadlines are not met then penalties will apply. Students will refer to the individual Faculty policy.

Parents will be notified of assessment task completion concerns. These concerns may relate to non-attendance, failure to submit or complete a task, late submission, unsatisfactory achievement, and plagiarism.

Failure to sit for, submit and make a serious attempt at formal assessment tasks will affect student achievement and performance.

PLEASE NOTE:

The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide only. Students will receive assessment schedules at the commencement of the year. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least one week prior to the task.

English

Google Classroom Code

dwl3wbs

Scope and Sequence – Topics	Timing
Novel Study Students engage in a close study of a novel. A close study involves students developing their knowledge and appreciation for the text. This will include an in-depth analysis of content, language features, structure and meaning. Students will use this analysis to guide their responses and create their own texts. This unit will focus on students developing their understanding of how texts can represent and relate their own world. Currently, the novel studied is <i>Apple and Rain</i> by Sarah Crossan.	Term 1
Genre Study This unit involves students developing an understanding of a chosen genre. This involves building their knowledge of the conventions of the genre as well as exploring a variety of written and visual texts within this genre. Students will also create a variety of texts that fit within this genre. Currently, comedy is the genre that is studied.	Term 2
Film Study Students develop their understanding of film texts through a focus on one film. This analysis will include a focus on how film techniques engage the viewer as well as manipulate the audience's perspective. A focus on multimodal texts is a key element of English and this unit allows for this to be done in a meaningful way. Students are able to apply their learning within this unit to texts they may view in their own lives. Currently, the film studied is <i>Inside Out</i> .	Term 3
Shakespeare Study Following on from their introduction to Shakespeare in Year 7, students do a close study of one Shakespearean text. This involves analysing a specific Shakespearean play including the content, language, conventions and relevance to our world today. This will involve elements of performance to understand plays as a text. Currently, the play studied is <i>A Midsummer Night's Dream</i> .	Term 4

In Year 8 English, students will develop an understanding of a variety of the following concepts and skills:

English textual concepts – argument, authority, character, code and convention, connotation, imagery and symbol, context, genre, intertextuality, literary value, narrative, perspective, point of view, representation, style and theme.

Skills relating to all the modes of English: listening, speaking, viewing, representation, reading and writing.

Students will also develop their critical and creative thinking skills throughout their process or responding to and composing texts.

	Topic Assessed	Type of Assessment Task	Week Due
1	Novel Study	Book Review	Week 8 Term 1
2	Film Study	Co-operative Website	Week 8 Term 3
3	Shakespeare Study	Script Writing and Reflection	Week 6 Term 4

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Device/laptop
Basic stationery items

Homework expectations – regular exercises will be set on Education Perfect and the school Renaissance Reading program requires students to read a book from the list for at least one hour at home per week.

Teachers:

8A: Miss Ryan
8L: Ms Thomson
8E: Mr Forbath
7X: Mr Jun

Head Teacher English: Miss Ryan
Email - jane.ryan@det.nsw.edu.au

Mathematics

Google Classroom Code	Each mathematics class will have a code which will be provided to you by your teacher
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Scope and Sequence – Topics	Timing
<p>Number and Algebra - Algebraic Techniques and Indices In this topic students use: Substitution and equivalence, Expanding brackets, Factorising expressions, Applying algebra, Index laws for multiplication and division, The zero index and power of a power</p>	4 Weeks Term 1
<p>Number and Algebra - Equations In this topic students use: Equations with fractions, Equations with pronumerals on both sides, Equations with brackets, Solving simple quadratic equations, inequalities</p>	3 Weeks Term 1
<p>Measurement and Geometry - Length, Area and Volume In this topic students calculate: Length and perimeter, Circumference of circles Area of special quadrilaterals, Area of circles, Area of sectors and composite figures, Volume and Capacity, Volume of prisms and cylinders</p>	3 Weeks Term 1
<p>Measurement and Geometry - Right-angled Triangles In this topic students examine: Time, Pythagoras' Theorem, Using the theorem, Calculating the length of a shorter side</p>	2 Weeks Term 2
<p>Number and Algebra - Fractions, Decimals and Percentages - Financial Mathematics In this topic students examine: Equivalent Fractions, Computation with fractions, Decimal place value and fraction/decimal conversions, Computation with decimals, Terminating decimals, recurring decimals and rounding, converting fractions, decimals and percentages, Finding a percentage and expressing as a percentage, Decreasing and Increasing by a percentage. Goods and Services Tax (GST) Profit and Loss, Solving percentage problems using the unitary method</p>	5 Weeks Term 2
<p>Number and Algebra - Rates and Ratios In this topic students: Simplifying ratios, Dividing a quantity in a given ratio, Scale drawings, Rates, Ratios and rates and the unitary method, Solving rate problems, Speed, Distance/time graphs</p>	3 Weeks Term 2
<p>Measurement and Geometry - Angles Relationships and Properties of Geometrical Figures In this topic students: examine: The language notation and conventions of angles, Transversal lines and parallel lines, Triangles, Quadrilaterals, Polygons</p>	3 Weeks Term 3
<p>Measurement and Geometry - The Block Project In this topic students examine: Applications of : Length, area and volume, Geometrical figures, Fractions, Decimals and Percentages, Financial maths</p>	3 Weeks Term 3
<p>Number and Algebra - Linear relationships In this topic students examine: The cartesian plane, using rules, tables and graphs to explore linear relationships, Finding the rule using a table of values, Gradients, Gradient-intercept form, The y-intercept, Solving linear equations using graphical techniques, Applying linear graphs, Non-linear graphs</p>	4 Weeks Term 3

<p>Measurement and Geometry - Transformation and Congruence In this topic students examine: Reflection, Translation, Rotation, Congruent figures, Congruent triangles, Similar figures, Similar triangles, Using congruent triangles to establish properties of quadrilaterals</p>	<p>4 Weeks Term 4</p>
<p>Statistics and Probability - Data Collection Representation and Analysis In this topic students use: Types of data, Dot plots and column graphs, Line graphs, Sector graphs and divided bar graphs, Frequency distribution tables, Frequency histograms and polygons, Mean, Median, Mode and range, Interquartile range, Stem-and-leaf plots, Surveying and Sampling</p>	<p>5 Weeks Term 4</p>

<p><i>The aim of Mathematics in years 7 -10 is that Students:</i></p>	
<ul style="list-style-type: none"> • be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens • develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability • recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning • appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs • demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems • develop and demonstrate perseverance in undertaking mathematical challenges 	

	Type of Assessment Task	Week Due	Weighting
1	<p>Portfolio 1 50% - Student selected work samples from each topic 50% - Teacher selected work samples and common tasks</p>	<p>Week 5 Term 2</p>	<p>Semester one report: 100%</p>
2	<p>Portfolio 2: 50% - One student selected work sample from each topic 50% - Teacher selected work samples and common tasks</p>	<p>Week 5 Term 4</p>	<p>Semester two report 100%</p>

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students should bring to class a pen, pencil, ruler and scientific calculator

It is expected that students should complete a sustainable amount of revision work at least 3 times per week

Teachers:

8A: Mr Bennett

8L: Ms Luo

8E: Mr Liang

8X: Mr Guinness

Head Teacher: Muhammad Abdullah

Email: muhammad.abdullah@det.nsw.edu.au

Science

Google Classroom Code	8A - hdjwykg 8L - kmveqba 8E - hdjwykg 8X - 4kmrbla
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Scope and Sequence – Topics	Timing
<p>Medical science</p> <p>Inside our body is a very busy place. The many complex processes need energy. To convert energy into a form we can use requires transport highways to take nutrients to where they are needed and to carry wastes away. Different parts of our body have different jobs to do — they may work together and rely on each other. It is because of the curiosity, imagination, passion and persistence of humans throughout history that we know today what we do about our bodies and how they function.</p> <p>Students will investigate different parts of their bodies; have hands on experiences with model and real body parts, and to learn about how the different organs work together in systems so that the body can function properly. This unit focuses on the circulatory, skeletal, respiratory systems,</p>	<p>Term 1</p> <p>Weeks 1-5</p>
<p>To Infinity and Beyond</p> <p>For most of human history, people have believed that the Sun, Moon and stars moved around the Earth. They observed that the Sun and stars move across the sky, as we see today. Early astronomers constructed models with the Earth at the centre. However, as measurements became more accurate and technology began to develop, they realised that Earth centered models did not work.</p> <p>This topic builds on the natural curiosity that students have about ‘space’ and will encourage them to ask questions about the different phenomena of the universe, whilst developing their current understanding of the relationship between Earth and the Sun.</p> <p>This topic will develop pupils’ understanding of the use of models to represent real-world situations, and will improve their skills in effective evaluation and information gathering from secondary sources.</p>	<p>Term 1</p> <p>Weeks 6-10</p>
<p>Mx it up</p> <p>Matter is all around us and until relatively recently our knowledge of matter around us consisted of classifying everything under the broad headings Earth Fire Air or water. Thanks to the development of technology and laboratory equipment and the creative work of scientists our knowledge of matter has improved greatly. All of the substances around us are either elements, compounds or mixtures in one form or another.</p>	<p>Term 2</p> <p>Weeks 1-5</p>
<p>Ecosystems</p> <p>While humans have developed the technology to alter the natural environment to suit themselves, it is becoming increasingly apparent that many of these changes will have a negative impact on the quality of our lives in the long term. By improving our understanding of the complex relationships between the living and non-living factors of ecosystems, we can hope to better manage our natural resources, ultimately halting the degradation of the environment through human activity.</p>	<p>Term 2</p> <p>Weeks 6-10</p>

<p>Being Resourceful While humans have developed the technology to alter the natural environment to suit themselves, it is becoming increasingly apparent that many of these changes will have a negative impact on the quality of our lives in the long term. By improving our understanding of the complex relationships between the living and non-living factors of ecosystems, we can hope to better manage our natural resources, ultimately halting the degradation of the environment through human activity.</p>	<p>Term 3 Weeks 1-5</p>
<p>Making substances Certain elements and compounds were very important to human civilisations such as copper, bronze and iron and salt allowed the preservation of food. Today man-made plastics and Pharmaceuticals play a vital role in maintenance of health and technological advancement. In this topic students will develop an awareness of how matter is classified scientifically and the important role they play in day to day life.</p> <p>Atoms can be rearranged in physical and chemical changes however in a chemical change we can never get what you started with back. Bake a cake or boil an egg and you can observe this very clearly. Chemical reactions explain many important changes that occur around us such as rusting and corrosion, the fizzy tang of sherbet and even the fact that we have energy to be active.</p>	<p>Term 3 Weeks 6-10</p>
<p>Be Energetic Heat is of great importance in the world. It is part of the energy conversion process which provides our electricity, powers our cars and industry, warms our homes and drives the Earth's weather. Here we investigate how heat is created, measured and transferred, as well as the effects it has on materials. The wastage of heat is also considered, since fossil fuels, the main source of energy on Earth, are a finite resource.</p>	<p>Term 4 Weeks 1-9</p>
<p>Valid Preparation The VALID Science test is an interactive, multimedia test completed entirely on a computer. VALID Science contains multiple choice, short response and extended response tasks that are grouped around real-world issues, including scientific investigations. This is a diagnostic test, with tasks framed on Stage 4 outcomes and essential content in the NSW Science Years K-8 Syllabus. Students will be tested on their:</p> <ul style="list-style-type: none"> • knowledge and understanding of science • understanding and skills in the process of scientific investigation • ability to evaluate evidence, make judgements and think critically • ability to access information and communicate scientific ideas. . 	<p>Term 4 Weeks 4-6</p>

In Year 8 Subject Students will develop an understanding of the following concepts and skills:

- a. Core skills in planning investigations, conducting investigations, project based learning, communicating information and understanding, developing scientific thinking and problem-solving techniques, working individually and in teams, and.
- b. Knowledge and understanding in the history of Science, the nature and practice of Science, applications and uses of Science skills, implications of Science and the environment, current issues, research and development, models, theories and laws, and structures, medical science and systems related to the physical world, matter, and the interactions within the physical world, matter, the living world and earth and space the preparation of the Valid exam.

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Working Scientifically/ Science skills	Practical Skills – Information Processing	Term1 Week 10	20%
2	Medical Science To Infinity and Beyond Mix It Up Ecosystems	Half Yearly	Term 2, Week 7	25%
3	Working Scientifically/ Science Skills	Student Research Project- Report	Term 2, Week 10	25%
4	Medical Science To Infinity and Beyond Being Resourceful Making Substances Being Energetic	Yearly Exam	Term 4, Week 7	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

- Exercise book
- Ruler, pencil, rubber, pen.
- Device, laptop/tablet

Homework expectations

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

It is expected that students complete these tasks by the due date. It is anticipated that students will get up to 1-2 hours of Science Homework per week.

Science is a mandatory course that is studied in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. In Year 8 at APCS students participate in 7 periods of Science per timetable cycle.

However, the teaching and learning of Science in Selective Classes is different to other comprehensive classes, as it involves the following:

- Curriculum compacting
- Investigative Learning
- Additional NESA Years 7-10 Science syllabus content
- Explorative, Enrichment and Extension Learning

All students in the selective classes are to sit for the Science Competition such as ICAS.

Teachers:

8A – Ms Agathopoulos

8L – Mr Bashir

8E - Mr Bashir

8X – Ms Agathopoulos

Acting Head Teacher: Ms Heslop

Email: kylee.heslop1@det.nsw.edu.au

History

Google Classroom Code	Classes 8A - pqfif4g 8L - pqfif4g 8E - atqkdrs 8X - ofespfm
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Scope and Sequence -	Timing
<p>The Vikings (c. AD 790- c1066) “The Western and Islamic World” Students will study the way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in this society. They will learn about significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade and conquests, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion.</p>	6 Weeks
<p>Japan under the Shogun “The Asia-Pacific World” Students will study the way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun). They will learn about the role of the Tokugawa Shogunate in reimposing a feudal system, the increasing control of the shogun over foreign trade, the use of environmental resources in Shogunate Japan and theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology.</p>	7 Weeks
<p>Aboriginal and Indigenous People, Colonisation and Contact History “Expanding Contacts” Students will study the nature of contact following colonisation for Aboriginal Australians. They will learn about the consequences of colonisation for Aboriginal Australians, the nature of British colonisation of Australia and compare the colonising movement of another group of Indigenous people.</p>	7 Weeks

<p><i>In Year 8 History Student will develop an understanding of the following concepts and skills:</i></p> <p>CONCEPTS</p> <p>Continuity and change - changes and continuities over a broad period of time, eg the Roman Empire Cause and effect - developments, decisions and events from the past that produced later actions, results or consequences Perspectives - different perspectives of participants in a particular historical context, eg the conquered and the conqueror Empathetic understanding - the actions, attitudes and motives of people in the context of the past Significance - the importance of an historical event, development or individual in an historical context Contestability - historical sources, events or issues may be interpreted differently by historians, eg the ‘fall’ of the Roman Empire</p> <p>SKILLS</p> <p>Comprehension: chronology, terms and concepts: read and understand historical texts, sequence historical events and periods, use historical terms and concepts</p> <p>Analysis and use of sources: identify the origin and purpose of primary and secondary sources, locate, select and use information from a range of sources as evidence, draw conclusions about the usefulness of sources</p>

Perspectives and interpretations: identify and describe different perspectives of participants in a particular historical context

Empathetic understanding: interpret history within the context of the actions, attitudes and motives of people in the context of the past

Research: ask a range of questions about the past to inform an historical inquiry, identify and locate a range of relevant sources, using ICT and other methods, use a range of communication forms and technologies

Explanation and communication: develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources, select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	The Vikings (c. AD 790- c1066)	<i>In Class Source Based Test</i> <ul style="list-style-type: none">• The Vikings• Japan Under the Shogun	Term 1, Week 9	50%
2	Japan under the Shogun (c AD 794 - 1867)			
3	Aboriginal and Indigenous People, Colonisation and Contact History	<i>History Skills Writing Task</i> <ul style="list-style-type: none">• Evaluation of Myall Creek massacre from 2 perspectives. (Perspective / Empathy / Significance / Contestability)	Term 2, Week 5	50%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students are required to bring an exercise book and a laptop to each class. Assignments and class work will be posted onto google classroom.

Students are expected to complete homework and submit all tasks on time. If they can not meet a deadline the expectation is they contact the teacher or HT prior to the due date.

Teachers:

8A: Ms Luo

8L: Mr Craig

8E: Ms Luo

8X: Mr Waterworth

Head Teacher HSIE: Ms Siamas

Email : thecla.siamas@det.nsw.edu.au

Personal Development, Health and Physical Education

Google Classroom Code	8A/8E - 333kfsb 8L - 4uu77m4 8X - cl6fdks
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Scope and Sequence			
Theory	Timing	Practical	Timing
Do I or Don't I?	Term 1 Wks 1- 10	Oval Ball Games	Term 1 Wks 1-10
Strange Changes	Term 2 Wk 1-6	Dance	Term 2 Wks 1-10
Healthy Minds	Term 2 Wks 7-10 Term 3 Wks 1-8	Game Sense	Term 3 Wks 1-10
Making Australia Healthy Again	Term 3 Wks 9-10 Term 4 Wks 1-5	Traditional Indigenous Games	Term 4 Wks 1-10
Special Program	Term 4 Wks 6-10		

In Year 8 PDHPE students will develop an understanding of the following concepts and skills:

- strategies that promote a sense of personal identity and build resilience and respectful relationships
- movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- enact and strengthen health, safety, wellbeing and participation in physical activity
- use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- move with confidence, competence and creativity within and across various physical activity contexts

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Do I or Don't I?	Healthy Living Challenge Based Learning Task	Benchmarks on Google Classroom	T1 Wk 10	30%
2	Strange Changes	Multiple Choice and Short Response	In class task	T2 Wk 6	10%
3	Healthy Minds	Scenario Based responses	In class task	T3 Wk 4-6	10%
4	Making Australia Healthy Again	Health Campaign	In class task	T4 Wk 5	20%
5	Practical Skills	Practical Skills Tests	Once a semester Term 2 and 4	Wk 8	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Laptop, notebook, pens, pencils, highlighters, water bottle & hat.
Homework expectations: once every 2 weeks and assessment tasks.

Students wear their red sports shirt and sports shoes on Wednesday to participate in sport
Practical activities take place at school and at Alexandria Park

At times students will be offered the opportunity to participate in sports that are off the school site.
Prior notice will be given for these events

PDHPE requires students to develop their maturity to create a safe environment where sensitive topics can be discussed and opinions shared

Teachers:

8A/8E – Ms Kasz & Ms Stafford

8L - Mr Bowman

8X – Ms Stafford

Head Teacher: Ms Arya

Email: kadek.arya-pinatyh@gmail.com

Visual Arts

Google Classroom Code	8A - o2wope4 8L - dsbp2g5 8E - xeusje6 8X - thqbtq5
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Scope and Sequence – Topics	Timing
<p>Connection to Country This is a 3D clay unit informed by the artmaking practice of the Hermannsburg Potters. Students will study works made by the collective of renowned Aboriginal artists from central Australia, and will use air-drying clay to create their own painted pot and sculpture that represent a connection to country.</p>	13 Weeks
<p>Portraits and Patterns In this unit, students will learn about portraiture while studying the contemporary work of African-American artist Kehinde Wiley. Students will develop a number of drawing and painting skills and techniques which they will use to create a mixed media self-portrait.</p>	14 Weeks
<p>Take a Shot Students will be introduced to the concept of photography as an artform and will complete a variety of different digital photography activities as they learn to see the world differently. Students will be exposed to fine art photography and create a portfolio of their own photographs which will be printed and exhibited.</p>	13 Weeks

In Year 8 Visual Arts students will develop an understanding of the following concepts and skills:

Concepts -

- The Frames as analytical tools through which to investigate and understand art: *Subjective, Structural, Cultural, Postmodern*
- The Conceptual Framework as a means to understand relationships between the agencies of the artworld: *Artist, Artwork, Audience, World*
- The Elements of Art and how they can be used to convey different messages and meaning: *Line, Value, Shape, Form, Colour, Texture, Space*

Skills -

- Artmaking: *drawing, painting, colour mixing, zine-making, adding meaning to artworks through use of the frames and conceptual framework*
- Art Criticism and Art History: *writing about art, using the frames and conceptual framework to interpret artworks*

	Topic Assessed	Type of Assessment Task	Week Due
1	Connection to Country	Painted pot Visual Art Process Diary (ongoing)	Term 2 week 3
2	Portraits and Patterns	Mixed Media Self-portrait Visual Art Process Diary (ongoing)	Term 3 week 6
3	Take a Shot	Photography portfolio Visual Art Process Diary (ongoing)	Term 4 week 6

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

Device/laptop

A4 spiral-bound visual art diary

Homework expectations

There is no art homework set on a regular basis however, from time to time, students may need to finish and turn in unfinished class tasks at home or catch up on work missed due to absence.

Teachers:

8A - Ms O'Toole

8L - Ms O'Toole

8E - Ms O'Toole

8X - Ms Sutcliffe

Head Teacher CAPA: Miss Ryan

Email: jane.ryan@det.nsw.edu.au

Chinese

Google Classroom Code	All classes - rmjh6za
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Scope and Sequence – Topics	Timing
<p>Numbers and Me This unit focuses on developing the knowledge, understanding and skills that will enable students to discuss numbers and our reliance numbers in daily life. Students acquire vocabulary, expressions and language structures within this context.</p>	Term 1
<p>Homes and Hobbies This unit focuses on developing the knowledge, understanding and skills that will enable students to discuss homes and hobbies. Students acquire vocabulary, expressions and language structures within this context.</p>	Term 2
<p>School This unit focuses on developing the knowledge, understanding and skills that will enable students to discuss the school experience. Students acquire vocabulary, expressions and language structures within this context.</p>	Term 3
<p>Food and Drink This unit focuses on developing the knowledge, understanding and skills that will enable students to discuss eating and drinking. Students acquire vocabulary, expressions and language structures within this context.</p>	Term 4

<p><i>In Year 8 Chinese students will develop an understanding of the following concepts and skills:</i> Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts. They develop an understanding of the language system including sound, writing, grammar and text structure. Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity. Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language. Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.</p>
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	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Numbers and Me	Topic based quiz	Term 2 Week 1	20%
2	Homes and Hobbies	Topic based quiz	Term 2 Week 8	20%
3	School	Topic based quiz	Term 3 Week 7	20%
4	Food and Drink	Topic based quiz + Take home assignment (Audio/Visual task)	Term 4 Week 7	40%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class - Students will need a dedicated book for this subject.

Homework expectations - In addition to Homework assigned by the teacher students are expected to review lesson content independently.

Excursions (optional)

Any other important information relating to your subject - Should students wish to use a laptop or other device to complete work digitally, they will also need a book to engage with Chinese script practice.

Teacher: Mr Sharp

Head Teacher LOTE: Miss Ryan

Email: jane.ryan@det.nsw.edu.au

Mandatory Technology

In Year 7 and 8 Mandatory Technology students will develop an understanding of the following concepts and skills:

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding, they learn about Agriculture, Food Technologies, Digital Technologies, Engineered Systems and Material Technologies (including timber and textiles).

During Year 7 and 8, all students will participate in different learning specialisations over two years. Students will have 5 periods a fortnight for 13 weeks to complete the requirements each specialisations. At the end of 13 weeks, Mandatory Technology classes will swap specialisations and teachers.

Scope and Sequence – Mandatory Technology	Timing
<p><u>Agriculture</u></p> <p>Agriculture focuses on the investigation of managed environments, such as farms and plantations. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials.</p>	13 Weeks
<p><u>Engineering Systems</u></p> <p>The Engineered Systems context focuses on how force, motion and energy is utilised in systems, machines and structures. Students are will be provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures.</p>	13 Weeks
<p><u>Food Technologies</u></p> <p>Food technologies focuses on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students will be provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.</p>	13 Weeks
<p><u>Digital Technologies</u></p> <p>The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.</p>	13 Weeks
<p><u>Material Technologies - Timber and Textiles</u></p> <p>The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students</p>	13 Weeks

develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation, practical investigation, and product development to satisfy identified needs and opportunities.

Assessment	Type of Assessment Task	Weighting
For each of the specialisation subjects -Digital technologies, Material or Engineering Systems or Food and Agriculture, a separate assessment will occur during the course.	Practical + Folio	100%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

Laptop, Pen, Pencil, Ruler and a Display Folder (Folio).

Homework expectations for all Year 7-8 students in Mandatory Technology:

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

Excursions

Sydney Royal Easter Show and Edu Tech.

Other relevant information:

- Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day/s late.
- If a student is away, they are expected to catch up on work upon their return by asking a friend in class and their class teacher.
- Students must follow safety procedures in the Ag plot and specialised technology rooms when carrying out practical work.

Teachers:

8TEC1 – Ms Mishra

8TEC2 – Ms Agathopoulos

8TEC3 – Ms Heslop

8TEC4 – Mr Alexopoulos

8TEC5 – Mr Cosgrave

Acting Head Teacher: Ms Heslop

Email: kylee.heslop1@det.nsw.edu.au

