



AMAROO SCHOOL

# **Year 8**

## **Unit Outlines**

### **Semester 2, 2023**





# Year 8

## Semester 2, 2023

### Unit Outlines

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# Assessment Calendar

1. Click this link: [Assessment Calendar](#)
2. In the top left hand corner, type in your child's student number. Don't type 0s at the start of the student number.
3. The number will appear below. Click on it. ***Please ensure you've clicked on the number and the tick appears.***

 12345
 

Note: Don't type 0's at the start of your student ID

12345 ✓

4. The assessment calendar will then appear.

## TERM 3

Assessment due dates shown below are a rough guide only. These dates are subject to change.

Subject Na...	Ongoing 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8	Week 9	Week 10
English						Comparative Scene Analysis				Creative Response
Food Technology - Paddock To Plate										
Graphic Design - Marketing						Graphic Design Research			Success Criteria + Graphic Design Project	
Health and PE										Discrimination Task
Humanities and Social Science					Rights and Freedoms Essay					
Mathematics				Parabolas and Other Graphs Test			Trigonometry Assignment			Probability Test
Science						Motion Practical Report			Motion Test	



# CORE SUBJECTS





# English

## English

### Year 8

The Term 3 'Search for Social Justice' unit is about addressing issues in society which may be of concern to students by investigating picture books designed for older audiences. The analysis of this text type builds on students' prior learning of visual literacy techniques, and delves even deeper into language as they craft their own picture book text. Language use will be addressed at the word, clause and sentence level, and students will aim to use language economically and powerfully. Topics that may be examined during this unit include: immigration, refugees, environmental degradation, poverty, homelessness, First Nations histories, and mental health issues. If you have concerns about any topics that may be raised as we explore this text type, please discuss this with your child's class teacher so that we may actively avoid particular topics when delivering the learning for this unit.

When we communicate, there are various processes like listening, speaking, reading, viewing, writing and creating. In the multi-modal Term 4 unit, students will have the opportunity to make meaning by creating a small portfolio which uses resources such as sound, print, image, and gesture to communicate.

#### Australian Curriculum Standards

The student:

- Combines ideas, images and language features from other texts, students show how ideas can be expressed in new ways.
- Creates and edits texts to create specific effects, taking into account intended purposes and the needs and interests of audiences.
- Demonstrates understanding of grammar, selects vocabulary for effect and uses accurate spelling and punctuation.
- Explains how language features, images and vocabulary are used to represent different ideas and issues in texts.
- Explains the effectiveness of language choices they make to influence the audience.
- Makes presentations and contributes actively to class and group discussions, using language patterns for effect.
- Listens for and identifies different emphases in texts, using that understanding to elaborate on discussions.
- Understands how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- Creates texts for different purposes, selecting language to influence audience response.

#### Assessment Items

Picture Book Text and Image	Week 7
Picture Book Rationale and Presentation	Week 9
Multi-Modal Portfolio	Week 17



# Mathematics

## Mathematics

### Year 8

Students will cover the following content: number, algebra, probability, and geometry. To become proficient users of mathematics, students will study mathematics using the four proficiencies: understanding, fluency, reasoning and problem-solving.

During Semester 2:

Understanding includes describing patterns involving indices, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs. Fluency includes calculating accurately with indices; factorising and simplifying basic algebraic expressions. Problem-solving includes using two-way tables and Venn diagrams to calculate probabilities. Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, and using congruence to deduce properties of triangles.

Students regularly use online resources in their mathematics class to complete classwork and/or homework. Students will have access to Education Perfect where learning tasks will address the demands of the Australian Curriculum.

#### Australian Curriculum Standards

The student:

- Describes index laws and applies them to whole numbers
- Simplifies a variety of algebraic expressions
- Makes connections between expanding and factorising algebraic expressions
- Solves linear equations and graphs linear relationships on the Cartesian plane
- Determines the sample space for simple experiments with equally likely outcomes and assigns probabilities to those outcomes
- Models authentic situations with two-way tables and Venn diagrams
- Chooses appropriate language to describe events and experiments
- Determines the probabilities of complementary events and calculates the sum of probabilities
- Identifies conditions for the congruence of triangles and deduces the properties of quadrilaterals

#### Assessment Items

Algebra And Indices Test	Week 1
Equations Test	Week 5
Straight Line Graphs Test	Week 10
Probability Assignment	Week 14
Congruence And Transformations Test	Week 17



# Science

## Science Year 8

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills. This semester students will focus on Chemical Science and Earth Science.

### Australian Curriculum Standards

The student:

- Compares physical and chemical changes and uses the particle model to explain and predict the properties and behaviours of substances.
- Compares processes of rock formation, including the timescales involved.
- Examines the different science knowledge used in occupations.
- Explains how evidence has led to an improved understanding of a scientific idea and describes situations in which scientists collaborated to generate solutions to contemporary problems.
- Reflects on the implications of these solutions for different groups in society.
- Identifies and constructs questions and problems that can be investigated scientifically.
- Considers safety and ethics when planning investigations, including designing field or experimental methods.
- Identifies variables to be changed, measured and controlled.
- Constructs representations of data to reveal and analyse patterns and trends, and uses these when justifying conclusions.
- Explains how modifications to methods could improve the quality of data and apply own scientific knowledge and investigation findings to evaluate claims made by others.
- Uses appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

### Assessment Items

Particle Model Task	Week 4
Practical Report	Week 9
Geology Test	Week 14
Geological Response Task	Week 17
Classwork	Ongoing/Formative



# Humanities and Social Science

## Humanities

### Year 8

In this unit, we look at landscapes and landforms, the relationship between people and place, and the impact of migration. Students have the opportunity to investigate topics such as environments, migration, economic growth, and the management of landscapes. Students also learn about sustainability in suburbs and things to consider when designing an inclusive suburb. We consider the impact people can have on all aspects of the environment. This then follows to a study on business and economics, where students will learn the complexity of how to run a business.

#### Australian Curriculum Standards

The student:

- Selects, records and represents data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions
- Analyses geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions
- Explains interconnections within environments and between people and places and explains how can change places and environments
- Identifies geographically significant questions from observations to frame an inquiry
- Explains the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making
- Applies economics and business knowledge, skills and concepts to familiar and unfamiliar problems
- Develops and presents evidence-based conclusions using appropriate texts, subject-specific language and concepts
- Explains why different types of businesses exist and describes the different ways businesses can respond to opportunities in the market

#### Assessment Items

School Map	Week 4
Create a Suburb	Week 8
Create a Business	Week 6





# Health and Physical Education

## Health and Physical Education

### Year 8

This semester, students will be investigating factors influencing decisions and behaviours around sexual relationships, drugs and risk taking behaviours. They will also be analysing effectiveness and messages given in public health campaigns. Throughout our practical units students will develop skills in badminton, AFL, ultimate frisbee, touch football, indoor hockey and dance.

#### Australian Curriculum Standards

The student:

- Investigates strategies and practices that enhance own, others' and community health, safety and wellbeing
- Demonstrates skills to make informed decisions, and proposes and implements actions that promote own and others' health, safety and wellbeing
- Demonstrates control and accuracy when performing specialised movement sequences and skills
- Applies movement concepts and refines strategies to suit different movement situations
- Applies personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity
- Applies the elements of movement to compose and perform movement sequences

#### Assessment Items

Health classwork	Ongoing/Formative
Health Promotion Assessment	Week 10
Key sport skills and practical reflections	Ongoing/Formative
Dance assessment	Week 10

# LANGUAGE & LITERACY



# French

## Languages

### Year 8

This semester students will be given a range of opportunities for self-expression. Using a more complex range of grammatical structures and Francophone idioms students will build their competencies in the French language. The course is centred on performance and communication. Students will adapt their French to authentic contexts requiring them to express opinions on their style of lifestyle, and their relationship to the cities in which we live. Students will also experience francophone cultures through a range of activities including cinema, art, and food.

#### Australian Curriculum Standards

The student:

- Uses French to interact with peers, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about self, family and friends
- Locates factual information from a range of texts and uses non-verbal, visual and contextual cues to help make meaning
- Uses modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations
- Uses conjunctions and connectives, and prepositions of place and time to build cohesion and extend sentence structure
- Uses metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French

#### Assessment Items

Credibility Passport	Week 5
Film Critique	Week 9
Around My City	Week 14



# Japanese

## Languages

### Year 8

This semester students will explore topics including: their daily life, hobbies and holidays. Students will learn practical skills such as talking about their hobbies and personality traits as well as reflecting on holiday experiences for themselves and Japanese students. Students will undertake a variety of tasks that build their skills in the areas of listening, speaking, reading and writing as well as experiencing Japanese cultural activities such as cooking and calligraphy.

#### Australian Curriculum Standards

The student:

- Identifies key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities
- Understands and applies grammatical concepts such as the use of particles and conjugation of present, past, positive and negative forms of verbs
- Reads and writes texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs
- Produces short sentences involving nouns, common counter classifiers and adjective, noun and verb predicates
- Uses rehearsed language related to personal world to convey information in both written and spoken texts

#### Assessment Items

Listening Task	Week 6
Manga Character Task	Week 10
Speaking Task	Week 6



# AmFlex Literacy

**AMFLEX**

**Year 8**

AmFlex Functional Literacy provides students with targeted literacy support. Students engage in individualised programs. They receive targeted support to achieve their goals. The emphasis is on “learning how to learn” with explicit teaching of the skills that make a good learner. AmFlex provides students with targeted literacy and numeracy support. Students will also develop their skills with regard to drafting, research, presentation, planning, time management and wellbeing.

## **Australian Curriculum Standards**

The student:

- Encounters and decodes unfamiliar words using phonic, grammatical, semantic and contextual knowledge
- Listens and asks questions to clarify content
- Selects and uses evidence from a text to explain a response to it
- Creates imaginative, informative and persuasive texts for different purposes and audiences
- Contributes actively to class and group discussions, taking into account other perspectives
- Demonstrates understanding of grammar using a variety of sentence types
- Selects specific vocabulary and uses accurate spelling and punctuation
- Edits work for cohesive structure and meaning
- Demonstrates an understanding of grammar, and makes considered vocabulary choices to enhance cohesion and structure in writing
- Uses accurate spelling and punctuation for clarity and makes and explains editorial choices based on criteria

## **Assessment Items**

Portfolio

Ongoing/Formative

# ARTS & TECHNOLOGY





# Media Photography

**Arts**  
**Year 8**

Throughout this unit students will learn to use various forms of technology to capture images. They will learn to analyse photographs and evaluate the photographers intended meaning. Students will have access to DSLR and digital cameras, iPads, android phones and WeVideo software for editing. They will learn various photography techniques including shot sizes and camera angles, as well as exposure, aperture and shutter speed settings.

## **Australian Curriculum Standards**

The student:

- Produces representations of social values and points of view in media artworks for particular audiences and contexts
- Uses genre and media conventions and shapes technical and symbolic elements for specific purposes and meaning
- Collaborates with others in design and production processes, and controls equipment and technologies to achieve intentions
- Evaluates how makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning

## **Assessment Items**

Self Portrait	Week 5
Photography Website	Week 14
Photography Exam	Week 16
Classwork	Ongoing/Formative



# Visual Arts

## Arts Year 8

Students will develop knowledge, practical understanding and skills as artists by making Visual Art works. They will explore and use a range of two and three dimensional media and work collaboratively in an art studio environment. Students are introduced to the work of artists related to their practical work and use a visual journal to record their art making processes and develop their ideas.

### Australian Curriculum Standards

The student:

- Identifies and analyses how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in art making
- Plans art making in response to exploration of techniques and processes used in the artworks created by self and others
- Demonstrates use of visual conventions, techniques and processes to communicate meaning in artworks
- Explains how an artwork is displayed to enhance its meaning

### Assessment Items

Van Gogh Inspired painting task	Week 7
Artist research task	Week 12
Visual Journal	Week 14
Ceramics Task	Week 16
Practical class tasks	Ongoing/Formative



# Metal Technology

## Technology

### Year 8

Students gain knowledge and skill whilst designing and creating projects using a variety of metal based tasks and processes.

#### Australian Curriculum Standards

The student:

- Explains how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts
- Creates designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
- Creates and adapts design ideas, makes considered decisions and communicates to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Independently and safely produces effective designed solutions for the intended purpose

#### Assessment Items

Project 1	Week 7
Project 2	Week 13
Project 3	Week 17



# Paddock to Plate

## Technology

### Year 8

Students will learn how to maintain a garden. They will learn how to plan and grow seasonal produce and then learn how to cook healthy food. The students will be taught how to rotate crops and select plants for the correct season. Students will be given an assignment that researches one fruit or vegetable and how it grows then cook a recipe using their researched vegetable.

#### Australian Curriculum Standards

The student:

- Creates designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
- Creates and adapts design ideas, makes considered decisions and communicates to different audiences using appropriate technical terms and a range of technologies and graphical representation
- Independently and safely produces effective designed solutions for the intended purpose
- Applies project management skills to document and use project plans to manage production processes

#### Assessment Items

Recipe Book	Ongoing/Formative
Workbook Tasks	Ongoing/Formative
Practical Skills	Ongoing/Formative
Vegetable Assignment	Week 11



# STEM

## Technology

### Year 8

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping. The learning aims to engage students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

#### Australian Curriculum Standards

The student:

- Plans and manages digital projects to create interactive information
- Defines and decomposes problems in terms of functional requirements and constraints
- Designs user experiences and algorithms incorporating branching and iterations, and tests, modifies and implements digital solutions

#### Assessment Items

Project

Week 17

Classwork

Ongoing/Formative



# Textiles

## Technology

### Year 8

In this unit students will learn basic drawing and design skills that they can then transfer into fabric. Students will make a printed cushion cover as well as learning how to print, make felt and tie dye, and then move onto a self directed project. This subject will prepare students for entering the world of fashion and textiles.

#### Australian Curriculum Standards

The student:

- Explains how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts
- Creates designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
- Creates and adapts design ideas, makes considered decisions and communicates to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Independently and safely produces effective designed solutions for the intended purpose

#### Assessment Items

Practical Skills	Ongoing/Formative
Visual Diary	Ongoing/Formative
Cushion Cover	Week 14
Individual Project	Week 18





# Woodwork Technology

## Technology

### Year 8

Students will continue to develop their investigation skills by using the design process through a variety of projects. This will enable students to problem solve and apply design thinking skills to produce projects that will meet the needs of the brief. Students will build on the application of processes and machinery and build their knowledge and skill set to create projects in a variety of materials across woodwork and metalwork. This will be applied through a variety of design briefs based around specific applications and themes.

#### Australian Curriculum Standards

The student:

- Explains how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts
- Creates designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
- Creates and adapts design ideas, makes considered decisions and communicates to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Independently and safely produces effective designed solutions for the intended purpose

#### Assessment Items

Project 1	Week 7
Project 2	Week 13
Project 3	Week 17