



# Curriculum Map

Year 8, Term 1, 2020



Year 8

Core		Maths	Science	English	Humanities Civics and Citizenship
General	Unit title	Sustainable Bridge Building	Forensics	Creating Adventure Narratives	Australian Law
	Unit topic / focus	Geometry and Measurement	Chemistry	Narratives	Recognition of different types of law in Australia and explanation of how laws are made.
	Length of unit	10 Weeks	5 Weeks	8 weeks	8 weeks
ACARA	Achievement Standard - essential elements	<p>Students establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159)</p> <p>Use formulas to solve problems involving circumference and area (ACMMG197)</p> <p>Investigate the concept of irrational numbers, including <math>\pi</math> (ACMNA186)</p>	<p>Students explain how evidence has led to an improved understanding of a scientific idea. Reflect on implications of these solutions for different groups in society. Describe social and technological factors that have influenced scientific developments.</p>	<p><b>Productive modes (speaking, writing and creating)</b></p> <p>Students understand how the selection of language features can be used for particular purposes and effects.</p> <p>They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>	<p><b>Inquiry and skills</b></p> <p>Explanation of different points of view on civics and citizenship issues</p> <p>Development and presentation of reasoned arguments on civics and citizenship issues using appropriate texts, subject specific language and concepts.</p>
Focus Text (RRAW – TDQs, graphic organisers and Reading with a Pen)		TBA	TBA	<i>Rikki-Tikki-Tavi</i> <i>Creature in the Shadows</i> <i>The Deep Blue Sea</i>	TBA
Focus Reading Strategy previewing/predicting; summarising/retelling; inferring; main idea; author's purpose/POV/intended audience; skimming/scanning; visualising		Visualising	Predicting	Visualising	Summarising/retelling
Whole School Writing Strategy Writing on Demand		WoD	WoD	WoD	WoD
Tier 2 Vocabulary		<ul style="list-style-type: none"> <li>purpose</li> <li>influence</li> <li>value</li> <li>repetition</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate</li> <li>symbol</li> <li>feature</li> <li>contrast</li> </ul>	<ul style="list-style-type: none"> <li>purpose</li> <li>influence</li> <li>value</li> <li>repetition</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate</li> <li>symbol</li> <li>feature</li> <li>contrast</li> </ul>
Tier 3 Vocabulary		TBA	TBA	TBA	TBA
Assessment	<a href="#">Cognitive Verbs assessed</a>	<ul style="list-style-type: none"> <li>model</li> <li>explain</li> <li>solve</li> </ul>	<ul style="list-style-type: none"> <li>explain</li> <li>predict</li> <li>describe</li> </ul>	<ul style="list-style-type: none"> <li>understand</li> <li>create</li> </ul>	<ul style="list-style-type: none"> <li>explain</li> <li>recognise</li> </ul>
	Assessment type/technique	Informative Written Exam	Informative Written Extended response	Imaginative Written	Persuasive Written
	Assessment requirements	Solve problems involving area and volume.	Use evidence to predict events related to a crime scene.	Prepared in-class exam Creation of an adventure narrative based on the stimulus provided.	Letter proposing a legal change and making a recommendation on your legal change.



# ILT/Technology/ HPE

# Home Ec

# Digi Tech

# Design Tech

# HPE

Year 8

General	Unit title	Take away the junk food - establishing healthy choices		Digital Technologies		CO2 Dragsters		Fitness for Sport	
	Unit topic / focus	The focus of this task is to design and produce a product for the technologies context food specialisation.		Scratch		Design & Create		Designing a physical activity plan. Introduction to fitness	
	Length of unit	8 weeks		10 Weeks		10 weeks		10 weeks	
ACARA	Achievement Standard - essential elements	Students identify the changes necessary to designed solutions, evaluate the features of technologies and their appropriateness for purpose for foods and create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities.		Students plan and manage digital projects to create interactive information. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They analyse and evaluate data from a range of sources to model and create solutions.		Students develop criteria for success and use these to judge the suitability of their ideas and designed solutions and processes.  They create and adapt design ideas, make considered decisions and communicate to different audiences.		Students <u>investigate</u> and <u>apply</u> movement concepts and select strategies to achieve movement and fitness outcomes.	
Focus Text (RRAW – TDQs, graphic organisers and Reading with a Pen)		Design Task		TBA		SOPs safety sheets		Report- <i>Make your move. Sit less. Be Active for life</i>	
Focus Reading Strategy previewing/predicting; summarising/retelling; inferring; main idea; author's purpose/POV/intended audience; skimming/scanning; visualising		TBA		TBA		Inferring		Main Idea	
Whole School Writing Strategy Writing on Demand		WoD		WoD		WoD		WoD	
Tier 2 Vocabulary		<ul style="list-style-type: none"> <li>purpose</li> <li>influence</li> <li>value</li> <li>repetition</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate</li> <li>symbol</li> <li>feature</li> <li>contrast</li> </ul>	<ul style="list-style-type: none"> <li>purpose</li> <li>Decomposition</li> <li>Debugging</li> </ul>		<ul style="list-style-type: none"> <li>Intent</li> <li>Characteristic purpose</li> </ul>	<ul style="list-style-type: none"> <li>Friction</li> <li>Turbulence</li> <li>aerodynamic</li> </ul>	<ul style="list-style-type: none"> <li>Density</li> <li>Dynamic</li> <li>Variable</li> </ul>	<ul style="list-style-type: none"> <li>Proportion</li> <li>Frequency</li> </ul>
Tier 3 Vocabulary		TBA		<ul style="list-style-type: none"> <li>Algorithm</li> <li>Computational thinking</li> <li>Abstraction</li> <li>Systems thinking</li> </ul>		<ul style="list-style-type: none"> <li>inertia</li> <li>laminar</li> </ul>		<ul style="list-style-type: none"> <li>Aerobic</li> <li>Anaerobic</li> <li>FITT principle</li> </ul>	
Assessment	<a href="#">Cognitive Verbs assessed</a>	<ul style="list-style-type: none"> <li>explain</li> <li>identify</li> <li>create</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate</li> <li>implement</li> </ul>		<ul style="list-style-type: none"> <li>create</li> <li>adapt</li> </ul>		<ul style="list-style-type: none"> <li><u>investigate</u></li> <li><u>create</u></li> </ul>	
	Assessment type/technique	Practical Performance Create food product Design Journal		Folio/Project		Produce the fastest CO2 balsa wood drag car.		Exam - Written	
	Assessment requirements	<ul style="list-style-type: none"> <li>Time: 5 weeks class time</li> <li>Word limit: 300 words</li> </ul>		Creation of a serious game for stated audience.  Design journal documentation including reflection, critique and feedback of peer work.		Project – 1:30min presentation based on their design process plus created design.		<u>investigate</u> and <u>select</u> appropriate fitness strategies and <u>create</u> a weekly physical activity plan	



Year 8

ARTS		Dance	Drama	Visual Arts	Music		
General	Unit title	80s	Non-Realism	Exploring Self	Blues & Rock n Roll		
	Unit topic / focus	The foundation era of Hip Hop – 1980s and its rise to popularity.	Forming and Performing	Exploring expressive painting techniques – portraiture and colour theory.	Performing and composing Blues and Rock n’ Roll music		
	Length of unit	8 Weeks	8 Weeks	10 weeks	10 weeks		
ACARA	Achievement Standard - essential elements	Students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles.  Students perform dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form.	Students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they perform.	Responding: Students identify, analyse and evaluate how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making.  Making: Students plan their art-making in response to exploration of techniques and processes used in their own and others’ artworks.	Making: Students interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.  Making: Students manipulate the elements of music and stylistic conventions to compose music.		
Focus Text (RRAW – TDQs, graphic organisers and Reading with a Pen)		TBA	<i>Wolf Lullaby – Hillary Bell</i>	Munch's <i>The Scream</i> , 1893	Blues Genre Texts/Lyric Sets		
Focus Reading Strategy previewing/predicting; summarising/retelling; inferring; main idea; author’s purpose/POV/intended audience; skimming/scanning; visualising		Author’s purpose	Inferring / Author’s Purpose	Inferring	Summarising and inferring		
Whole School Writing Strategy Writing on Demand		WoD	WoD	WoD	WoD		
Tier 2 Vocabulary		<ul style="list-style-type: none"> <li>purpose</li> <li>influence</li> <li>value</li> <li>repetition</li> <li>demonstrate</li> <li>symbol</li> </ul>	<ul style="list-style-type: none"> <li>feature</li> <li>contrast</li> <li>space</li> <li>time</li> <li>relationships</li> </ul>	<ul style="list-style-type: none"> <li>purpose</li> <li>influence</li> <li>value</li> <li>repetition</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate</li> <li>symbol</li> <li>feature</li> <li>contrast</li> </ul>	<ul style="list-style-type: none"> <li>purpose</li> <li>influence</li> <li>value</li> <li>repetition</li> <li>demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>symbol</li> <li>feature</li> <li>contrast</li> <li>conventions</li> <li>characteristic</li> </ul>
Tier 3 Vocabulary		<ul style="list-style-type: none"> <li>dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic Tension</li> <li>Symbol</li> <li>Roles/Relationships</li> </ul>	TBA	<ul style="list-style-type: none"> <li>chord Structure</li> <li>major/minor</li> <li>Blues scale</li> </ul>		
Assessment	<a href="#">Cognitive Verbs assessed</a>	<ul style="list-style-type: none"> <li>express</li> <li>communicate</li> </ul>	<ul style="list-style-type: none"> <li>Communicate</li> <li>Analyse</li> </ul>	<ul style="list-style-type: none"> <li>analyse</li> <li>evaluate</li> </ul>	<ul style="list-style-type: none"> <li>create</li> </ul>	<ul style="list-style-type: none"> <li>perform</li> <li>compose</li> </ul>	
	Assessment type/technique	Making - Performance	Making Part A: Performance (Group Scripted) Responding Part B: Responding (Reflective Journal)	Open book exam – 60 minutes – 25% weighting	Expressive painting –60%, Visual journal – 15%	Making (Performance) Making (Composing)	
	Assessment requirements	<ul style="list-style-type: none"> <li>1 minute 30 seconds</li> <li>Filmed for assessment purposes</li> <li>Costume required</li> </ul>	<ul style="list-style-type: none"> <li>3 weeks notice of task</li> <li>2 minutes per person</li> <li>Minimum 3 journal entries (300 wds)</li> </ul>	Short response answers	4 experimental works; expressive self- portrait A3; visual journal.	<ul style="list-style-type: none"> <li>At least one full cycle of the 12 bar blues in two parts (bassline/chords) or (chords/singing).</li> <li>30 secs -1 min</li> </ul>	

