

# St Joseph's School Stanthorpe

2014

Year 8

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	<b>Silos:</b>	<b>Describe/Reflect</b>	<b>Critique/Entertain</b>	<b>Analyse/Persuade</b>	<b>Analyse/Persuade</b>
	<b>Title:</b>	<b>Slam It!</b>	<b>Once upon a time...</b>	<b>The Novel</b>	<b>Reading Between the Lines - News Reports and the power of Persuasion</b>
	<b>Course Overview:</b>	According to Voltaire, poetry is the music of the soul and this unit aims to ignite passion for poetry. Students will explore contemporary poetry (from a variety of cultures) and the many forms in which it is delivered, in conjunction with learning how to deconstruct a poem using the STEP UP technique.	Students will explore a variety of creative texts in the form of myths and legends. Students will explore the construction of creative texts using fairytales. Fairytales have evolved over time through written and oral modes and, as they meet with new cultures, morph and adapt, absorbing cultural signifiers and symbols so the audience can relate to the messages and ideologies embedded within the text. Contemporary storytelling includes animation, motion picture and computer gaming in addition to the more traditional oral, written and illustrated forms.	Teachers will have the option of choosing a class novel from the textbook collection and undertake their first in-depth novel study with their class. Focus should be placed on thoroughly deconstructing the novel with the students and extending their writing skills, highlighting the expectations of literature studies in English for high school. It should be a fun and insightful unit as a whole.	Our world is shaped by the people and events that surround us. Interpreting these events and forming points of view and opinions about the issues that abound help to shape each individual. The media has an important role to play in the shaping of our world. For many people, the first exposure they have to the events of the world is through the media. The media can tell us what has happened and it can also influence what or how we think about an event.
	<b>Text types:</b>	Selected poetry from various times, places and genres. Poems that have been adapted to other texts types, such as songs, stories and movies.	Teachers should explore both traditional and modern text types within this unit. These include short stories, reimagined fairy tales, movies and television series.	Selected novel, movie adaptations of text. Additional texts that compliment selected novels (i.e. poetry, diary entries, biographies, documentaries)	The teacher should allow students to explore media texts - both written and electronic. This may include newspaper articles, feature articles, online newspapers, blogs and radio and television news broadcasts. This will allow students to understand how news is constructed by both the audience and the medium in which it is presented.
	<b>Assessment:</b>	Written: Informative text - Analyses and reflective response to unseen poem. Exam conditions Multimodal: Imaginative text - Convert traditional poem to visual format. Assignment conditions.	Written: Imaginative text - Short Story. Assignment conditions.	Spoken: Persuasive speech recommending novel to peers. Assignment conditions.	Written: Informative Text (Feature Article) - Assignment conditions Written: Persuasive Text (Editorial). Exam conditions.
	<b>Scaffolding:</b>	The main poetic devices will be taught and students should be encouraged to experiment with them as much as possible. Different types of structures and modes should also be studied.  Students should be encouraged to have as much fun as possible with this unit – they will be creating little poems in almost every lesson and the teacher should use this as an opportunity for self expression. Students could perform, slam, sing, dance even draw their poems – ultimately, every student should feel success and this will aid in their own confidence when it comes to deconstructing other people's work.	This unit will look at the original texts of 'Snow White' and 'Puss in Boots' and follow their adaptations through the centuries culminating in the contemporary films 'Mirror Mirror' (2011) and 'Puss in Boots' (2011). Throughout this discovery students will construct their own creative texts and evaluate the role storytelling plays in a variety of cultures, including Aboriginal and Torres Strait Islander communities. Students will assess the success or failure of modern fairytales like 'Shrek' and 'Tangled' to deliver morals and messages through entertainment. In assessing these creative texts, students will be able to analyse the ways in which literary texts draw on readers' knowledge of other texts.	Possible selections from the text book scheme include: War Horse Wheels Dear Nobody The Silver Sword Chinese Cinderella  Approaches to the novel should include: Before, During and After Reading Activities; story maps, tracking of common themes, narrative perspectives, diary entries, character analyses, letters, links to external texts, and general language work.	Students will be involved in a variety of speaking, listening, reading and writing activities. This will include: <ul style="list-style-type: none"> <li>Acknowledging different perspectives on an issue or point of view, and presenting their own opinion with logic and clarity.</li> <li>Commenting of the way style and content of language vary in different context and texts.</li> <li>Reading and viewing a variety of texts, examining points of view and attempting to evaluate some of the arguments.</li> <li>Evaluating information on the same issue in different text types.</li> <li>Constructing written argument on an issue for a particular audience that is logical and supported by evidence.</li> <li>Revising work to meet the demands of a specific writing task and writing for a variety of audiences.</li> </ul>
Mathematics AC	<b>Title:</b>	<b>Numbers</b>	<b>Algebra</b>	<b>Measurement and Geometry</b>	<b>Statistics and Probability</b>

	<b>Course Overview:</b>	<p><b>Number: Operating with Integers</b></p> <p>This introductory unit introduces the real number system and place value. Students will examine how numbers are represented and will compare and order integers. Calculations will involve the application of order convention to calculations involving the four operations.</p> <p><b>Number: Percentages, fractions and decimals</b></p> <p>This unit will extend on Unit 1 by introducing calculations involving fractions, percentages and decimals, both with and without the use of technological aids.</p> <p><b>Money &amp; financial mathematics</b></p> <p>Solve problems involving profit and loss, with and without digital technologies.</p> <p><b>Rates and Ratios</b></p> <p>Students will interpret, model and formulate patterns and relationships and will represent patterns and relationships as rules, functions, tables and graphs. They will also solve linear equations using graphical techniques.</p> <p><b>Perimeter and Area</b></p> <p>Students will develop knowledge of the rules of calculating perimeter and area of plane shapes. This knowledge will be applied in practical scenarios.</p> <p><b>Mathematics of Time</b></p> <p>Students will solve problems involving time duration, for 12- and 24-hour time formats, within a single time zone.</p>	<p><b>Linear Relationships</b></p> <p>Students will interpret, model and formulate patterns and relationships and will represent patterns and relationships as rules, functions, tables and graphs. They will also solve linear equations using graphical techniques.</p> <p><b>Introduction to Algebra</b></p> <p>Students will be introduced to the concepts of introductory algebra, including mathematical operations on variables, order convention and the distributive law.</p>	<p><b>Geometry of Parallel Lines and Simple Figures</b></p> <p>Students will investigate the geometry of simple shapes e.g. square, triangle, circle. They will also use the geometric rules which apply to parallel lines to solve simple geometry problems.</p>	<p><b>Probability</b></p> <p>This unit will introduce students to the concepts of probability. They will draw and interpret Venn diagrams, use Venn diagrams to assign probabilities, state the complement of an event, use the complement to solve problems of probability and draw tree diagrams to represent possible outcomes.</p> <p><b>Collecting and Analysing Data</b></p> <p>Students will develop and use simple data collection techniques and analyse collected data using standard tables, graphs and statistical analysis techniques e.g. mean, median.</p>
<b>Geography AC</b>	<b>Title:</b>  <b>Course Overview:</b>  <b>Key Sources of Geographical Data:</b>  <b>Thinking Tools and Graphical Organisers:</b>	<p><b>Landforms and Landscapes</b></p> <p><i>Landforms and landscapes</i> focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. <i>Landforms and landscapes</i> develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.</p>	<p><b>Changing Nations</b></p> <p><i>Changing nations</i> investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.</p>		
<p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p> <p>The key inquiry questions for Year 8 are articulated below.</p> <ul style="list-style-type: none"> <li>• How do environmental and human processes affect the characteristics of places and environments?</li> <li>• How do the interconnections between places, people and environments affect the lives of people?</li> <li>• What are the consequences of changes to places and environments and how can these changes be managed?</li> </ul>					

	<b>Assessment Ideas:</b>			
	<b>Fieldwork and Local Resources:</b>			
<b>History AC</b>	<b>Title:</b>	<b>Depth Study One - Medieval Europe (c.590 - c.1500)</b>	<b>Depth Study 2: The Asia-Pacific World - Japan under the Shoguns (c. 794 - 1867)</b>	<b>Depth study 3: Expanding Contacts - The Black Death in Asia, Europe and Africa (14th Century Plague)</b>
	<b>Course Overview:</b>	<p>This historical depth study should focus on the following key content:</p> <ul style="list-style-type: none"> <li>- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of the different groups in society.</li> <li>- Significant developments and or cultural achievements, such as changing relations between Islam and the West (including the Crusades, architecture, medieval manuscripts and music.</li> <li>- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence; towns, cities and commerce.</li> <li>- The dominance of the Catholic Church and the role of significant individuals such as Charlemagne.</li> </ul>	<p>This historical depth study should focus on the following key content:</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade.</li> <li>- The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate</li> </ul>	<p>This historical depth study should focus on the following key content:</p> <ul style="list-style-type: none"> <li>- Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God.</li> <li>- The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease.</li> <li>- The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries.</li> <li>- The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague.</li> <li>- Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of the feudal structures and increased social mobility.</li> </ul>
	<b>Primary Source Document Focus:</b>			
	<b>Thinking Tools and Graphic Organisers:</b>	<p>Timelines Glossary of relevant historical terms Maps Venn Diagramas Brainstorming Identify origin and purpose of primary sources Comparison of sources (primary and secondary) Investigating perspectives Research and corroborate evidence</p>	<p>Timelines Glossary of relevant historical terms Maps Venn Diagramas Brainstorming Identify origin and purpose of primary sources Comparison of sources (primary and secondary) Investigating perspectives Research and corroborate evidence</p>	<p>Timelines Glossary of relevant historical terms Maps Venn Diagramas Brainstorming Identify origin and purpose of primary sources Comparison of sources (primary and secondary) Investigating perspectives Research and corroborate evidence</p>
	<b>Assessment Ideas:</b>	<p>Teachers are to develop one assessment item per unit. They may select from the following techniques:</p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Collection of Work</li> <li>- Supervised assessment</li> </ul> <p>Pieces should be either written, spoken or multimedial. Format as indicated in QSA Year 8 History Syllabus</p>	<p>Teachers are to develop one assessment item per unit. They may select from the following techniques:</p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Collection of Work</li> <li>- Supervised assessment</li> </ul> <p>Pieces should be either written, spoken or multimedial. Format as indicated in QSA Year 8 History Syllabus</p>	<p><b>Teachers are to develop one assessment item per unit. They may select from the following techniques:</b></p> <ul style="list-style-type: none"> <li><b>- Research</b></li> <li><b>- Collection of Work</b></li> <li><b>- Supervised assessment</b></li> </ul> <p><b>Pieces should be either written, spoken or multimedial. Format as indicated in QSA Year 8 History Syllabus</b></p>
	<b>Local Resources:</b>	Oxford Big Ideas - History 8 Macmillan - History 8 - The Ancient to Modern World		
<b>Science AC</b>	<b>Title:</b>	<b>What's The Matter?</b>	<b>Changing Earth</b>	<b>Energy for my Lifestyle</b>
				<b>Multiplying by Dividing</b>

<p><b>Course Overview:</b></p>	<p>Students learn about how scientific knowledge is different to other forms of knowledge. They learn about essential laboratory techniques and safety. Students are introduced to scientific report writing and reading. They study the different forms of matter and are introduced to the particle theory of matter. Students learn about density and how it is measured experimentally. They are introduced to the Periodic Table and learn the difference between atoms, elements and compounds. They are introduced to chemical reactions.</p>	<p>This term students compare processes of rock formation, including the time scales involved. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.</p> <p>Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.</p>	<p>This term students identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.</p> <p>Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.</p>	<p>This term students analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.</p> <p>Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.</p>
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