



ORARA

High School

Opportunity Innovation Success

Year 8
Yearly Overview
2021

ENGLISH

	1	2	3	4	5	6	7	8	9	10
TERM 1	<p>Title of Unit: The Language of Information Students will refine their understanding of quality information texts and effective informative writing in order to develop their understanding of codes and conventions and authority in texts. The close analysis of selected texts enables students to increase the command of their own written expression and empowers them with the confidence and ability to employ language for a variety of purposes. Outcomes: EN4-1A, EN4-4B, EN4-9E Textual Concept: Codes & Conventions and Authority Assessment: Short story and reflection statement Assessment due: Week 8</p>								<p>Title of Unit: Transformations See term 2 for further information</p>	
TERM 2	<p>Title of Unit: Transformations Students will study the concept of intertextuality through a comparative study of two texts: one prose fiction and one film. Students will make connections between texts, recognising the themes and perspectives demonstrated within and between texts. Students develop increasing understanding of the form, language features and structures of texts and the effects of purpose, audience and context. Outcomes: EN4-3B ,EN4-5C, EN4-6C Textual Concept: Intertextuality Assessment: Comparative essay (in-class task) Assessment due: Week 4</p>								<p>Title of Unit: Extension of Transformations and Skill development With teacher guidance, students explore Intertextuality further through the study of pairs of texts, writing tasks, textual analysis and/or researching a particular element of Intertextuality that interests them.</p>	
TERM 3	<p>Title of Unit: Digiworld Students investigate media ethics and the influence of subjective writing through an analysis of net texts. They consider the conventions and language features of journalistic writing and examine the impact of the internet on mass media communication. Students will explore a range of digital texts to analyse the effects of social media, particularly in relation to internet safety and the influence of social media on modern youth. Students investigate the credibility of various websites, influencers and vloggers and consider the impact of Youtube celebrities on the digital world. Outcomes: EN4-2A, EN4-5C, EN4-7D Textual Concept: Connotation, Imagery and Symbol Assessment: Composition and delivery of personal digital text (vlog) Assessment due: Week 8</p>								<p>Title of Unit: Mosaic: Multicultural Australia's Literary Identity See term 4 for further information</p>	
TERM 4	<p>Title of Unit: Mosaic: Multicultural Australia's Literary Identity Students explore a range of texts that reflect Australia's modern multicultural identity to develop students' understanding of the ways that texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to multicultural Australia. Students will learn about intercultural experiences that provide insights into the peoples and cultures of other nations and develop a clearer understanding regarding their perceptions of themselves and others. Outcomes: EN42A, EN4-6C, EN4-8D Textual Concept: Representation Assessment: Composition and reflection anthology Assessment due: Week 4</p>								<p>Title of Unit: Extension of Mosaic and Skill development With teacher guidance, students further explore Multicultural Australian Literary Identity through the study of supplementary texts, writing tasks, textual analysis and/or researching a particular element of Representation that interests them.</p>	

MATHEMATICS

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TERM 1	Unit 1: Fractions Decimals and Percentages + GST Students will continue to develop a range of mental and written strategies to enhance their computational skills. They will operate with fractions, decimals, and percentages, and apply these in a range of practical contexts, including problems related to GST, discounts and profit and loss. Outcomes: MA3-7NA, MA4-5NA, MA4-6NA, MA4-1WM, MA4-2WM, MA4-3WM Assessment: OB Class test Week 8, mid-course exam and EOY exam, observations, homework				Unit 2: Angle relationships and properties of geometrical figures Students will increase their knowledge of the properties of two-dimensional geometrical figures, including line symmetry and rotational symmetry. Outcomes: MA4-18MG, MA4-17MG, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: OB Class test Week 8 Term 1, mid-course exam and EOY exam, observations, homework			OB Class Test		Unit 3: Algebraic Techniques and Indices Students will further develop their fluency with a range of algebraic techniques. Outcomes: MA4-8NA, MA4-9NA, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: Mid-course exam and EOY exam, observations, homework		
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TERM 2	Unit 3 continued	Unit 4: Pythagoras' Theorem Pythagoras' theorem will be introduced, then used to calculate side lengths in right-angled triangles and solve problems in two dimensions. Outcomes: MA4-16MG, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: mid-course exam and EOY exam, observations, homework		Catch-up/Revision	Mid-course exam	Unit 5: Measurement Students will calculate the perimeters and areas of a variety of polygons, circles, sectors and simple composite figures, and solve related problems. They will calculate the volumes and capacities of right prisms, cylinders, and solve related problems Outcomes: MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: project due week 9 term 3, EOY exam, observations, homework			Unit 6: Rates and Ratios Students will become familiar with the concepts of ratios and rates, including the use of scale drawings. They apply their learning to solve problems, including those involving speed. They will also use distance/time graphs. Outcomes: MA4-7NA, MA4-6NA, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: project due week 9 term 3, EOY exam, observations, homework			
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TERM 3	Unit 6 continued	Unit 7: Equations Students will learn a variety of techniques for solving linear equations systematically and will use equations to solve problems. They will also solve simple quadratic equations of the form $x^2 = c$. Some students may also solve inequalities and use formulas. Outcomes: MA4-10NA, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: project due week 9 term 3, EOY exam, observations, homework				Unit 8: Linear Relationships Students will plot points in all four quadrants of the Cartesian plane and how number patterns can be generalised using tables, rules and graphs. Outcomes: MA3-8NA, MA4-11NA, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: project due week 9 term 3, EOY exam, observations, homework			Catch-up time if needed for completing project or work. Project due end week 9		Commence Unit 9	
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TERM 4	Unit 9: Transformations and Congruency Students will use coordinates to draw shapes on the Cartesian plane. They will then use translation, reflection and rotation to transform the shape. Outcomes: MA4-11NA, MA4-17MG, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: EOY exam, observations, homework		Catch-up/Revision	EOY Exam	Unit 10: Data collection, representation and analysis Students will construct, interpret and compare data displays, including various plots and tables In analysing data, they will consider both categorical and numerical (discrete and continuous) variables, sampling versus census, and possible misrepresentation of data, and calculate the mean, mode, median and range. Outcomes: MA3-18SP, MA4-19SP, MA4-20SP, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: observations, homework, year 9 work					Catch-up time/preparation for year 9		
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SCIENCE

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TERM 1	Title of Unit: Going Green Unit info: relates the structure and function of living things to their classification, survival and reproduction. Outcomes: SC4-14LW					Title of Unit: In the footsteps of... Famous Scientists Unit info: selects and uses appropriate strategies, understanding and skills to produce creative and plausible solution to identified problems. Outcomes: SC4-8WS Assessment: Literacy Task – The work of an Australian Scientist – 20% Assessment due: Week 7				
TERM 2	Title of Unit: Work Ability Unit info: discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations. Outcomes: SC4-11PW Assessment: Terms 1 and 2 – Mandatory Student Research Project (Applied Skills – Working Scientifically) – 20% Assessment due: Week 1 Assessment: Examination – Semester 1 – 20% Assessment due: Week 3					Title of Unit: What's the Matter Unit info: describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles. Outcomes: SC4-16CW				
TERM 3	Title of Unit: Human Movement Unit info: relates the structure and function of living things to their classification, survival and reproduction. Outcomes: SC4- 14LW Assessment: Practical Task – Analysing metabolism experiment, testing for food component, Observational skills – 20% Assessment due: Week 8					Title of Unit: The Home Planet Unit info: describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system Outcomes: SC4-12ES				
TERM 4	Title of Unit: Combining Power Unit info: describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles. Outcomes: SC4-16CW Assessment: Examination – Semester 2 – 20% Assessment due: Week 3 *VALID8 – week 4 (Mandatory ACARA assessment)					Title of Unit: Lifestyle Choices Unit info: explains how new biological evidence changes people's understanding of the world. Outcomes: SC4-15LW				

HSIE: GEOGRAPHY

Unit 1: Interconnections	Unit 2: Place and Liveability
<p>Unit overview: Students focus on the connections people have to places across a range of scales. They examine what shapes people’s perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.</p> <p>Outcomes: GE4-1, GE4-2, GE4-3, GE4-7</p>	<p>Unit overview: Students discuss factors that influence people’s perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people’s wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.</p> <p>Outcomes: GE4-1, GE4-3, GE4-4, GE4-6, GE-4-7, GE4-8</p>

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TERM 1	Unit 1: Interconnections							Unit 2: Place and Liveability			
	What role does technology play in connecting people to people, goods, services, and information in other places?	Why are interconnections important for the future of places and environments?	What are the consequences of a globally connected world for people and places?				Week 6: Assessment TNC Report	What is liveability? How is liveability measured?	What effect does environmental quality and access to services have on people’s wellbeing?		
TERM 2	Place and Liveability continued						Start of HISTORY: Unit 1: Medieval Europe				
	How can strong community identity and social connectedness enhance the liveability of places?	What approaches can be used to improve the liveability of places? Student plan, organise and participate in Oxfam’s Hunger Banquet at OHS Week 4 Task 2 Liveability				How did the ancient world end? What was the Medieval Period?		How did power structures influence society?			

- Concepts** - place, space, environment, interconnection, scale, sustainability, change
- Skills** - acquiring, processing and communicating geographical information
- Tools** - maps, fieldwork, graphs and statistics, spatial technologies, visual representations

HSIE: HISTORY

Unit 1: The Western Islamic World: Medieval Europe	Unit 2: The Asian Pacific World: Japan under the Shogun	Unit 3: Contact and Colonisation: The Aztecs
<p>Unit overview: Students investigate the key features of the Medieval World. Focusing on social, political, economic, military and cultural aspects of Medieval Europe. Understand the impact of the Roman world and the spread of Christianity and Islam.</p> <p>Outcomes: HT4-3, HT4-4 HT4-5, HT4-7, HT4-10</p>	<p>Unit overview: Students will investigate how Japan changed over time, the beliefs that emerged and their influence on the world. Students will also explore the different societies Japan came into contact with.</p> <p>Outcomes: HT4-2, HT4-4, HT4-7, HT4-9, HT4-10</p>	<p>Unit overview: Students learn about Aztecs society prior to colonisation, their beliefs, values and practices. Students learn how societies colonised other places and the impact this had on a civilisation.</p> <p>Outcomes: HT4-2, HT4-4, HT4-6, HT4-7</p>

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TERM 3	Unit 1: Medieval Europe					Unit 2: Japan under The Shoguns					
	What can we learn from the beliefs and values from the time?				What was the legacy of this period? Week 5 Task 1: Medieval Life	What can we learn from the everyday life of the Shogunate by studying the Samurai? How did the Shogunate value and use their environment?			How did the Samurai enforce and attain power during this time?		
	1	2	3	4	5	6	7	8	9	10	11
TERM 4	Shoguns ctd	Unit 3: Aztecs						Class option			
	What factors lead to the decline of the Shoguns? Week 2: Samurai Life	Who were the people of the Americas and what were the essential features of their cultures?				How did The Spanish conquer the Aztecs? What were the short and long term consequences?					

PDHPE (THEORY)

	1	2	3	4	5	6	7	8	9	10	11
TERM 1	<p>Unit 1: Who Do I believe? The purpose of the unit is for students to review the dietary patterns of young people in relation to the Australian Government dietary guidelines and advice for young people and discuss how contextual factors influence food choices and eating habits. Students will also create and monitor fitness plans and participate in physical activities that develop health-related and skill related fitness components. Students will explore lifelong participation in Physical Activity and health promotion to encourage healthy lifestyles. Students will also examine the impact that body image and personal identity have on young people's health. Outcomes: PD 4.6, PD 4.7, PD 4.8 Assessment: Information flyer - Nutrition Stalls Assessment due: Week 9</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 2: Power and Conflict Students will investigate the dynamics surrounding positive and negative relationships including power, conflict, abuse, neglect and consent. Students will explore the equality debate between genders, and the impact this has on relationships. Students will also devise help seeking strategies and identify organisations that can assist in relationship dynamics. Outcomes: PD 4.1, PD 4.2, PD 4.3, PD 4.9, PD 4.10 Assessment: In class tasks Assessment due: Ongoing in Class</p>					<p>Unit 3: Mental Health This unit will allow students to identify and evaluate the impact of stress and decision making on feelings, reactions and mental health. Students will analyse the support networks available to assist with mental health issues, and investigate methods to overcome barriers in their own mental health issues. Outcomes: PD 4.1, PD 4.2, PD 4.3, PD 4.9, PD 4.10 Assessment: In class tasks Assessment due: Ongoing in Class</p>					
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 2: Do I or Don't I? Students explore positive and negative risk and the factors that influence risk-taking and decision-making in a variety of contexts. They learn about safe and unsafe behaviours and environments. Students explore the self-management and interpersonal skills required to promote their own and others' health, safety and wellbeing. Student choice is embedded in the unit. Students select learning experiences to be active participants in their education. They are provided with opportunities to choose how they direct and demonstrate their learning, including a group research project. Outcomes: PD 4.6, PD 4.7, PD 4.9, PD 4.10 Assessment: In class tasks – Group Research Assessment due: Week 8</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 4: Summer Fun The purpose of this unit is for students to develop their knowledge, understanding and skills that are needed to support themselves and others to stay safe. Students will engage in activities to promote water safety and sun safety in the coastal region. Students will engage in various learning strategies, which are relevant to the environment they live in to promote student connectedness. ICT pedagogies have been used to engage students in modern learning experiences and promote evaluation and analysis of the topics. Outcomes: PD 4.7, PD 4.8, PD 4.9 Assessment: In class tasks Assessment due: Ongoing in class</p>										

PDHPE (PRACTICAL)

	1	2	3	4	5	6	7	8	9	10
TERM 1	Net/Court Games (Volleyball, Mini Tennis, Tennis) The purpose of this unit is for students to develop skills surrounding net and court games, and apply skills into strategic and tactical plays in game situations. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical Assessment due: Week 6					Fitness Testing/Cross Country (5%) The purpose of the unit is for students to understand and improve their level of fitness in a variety of fitness based activities and Cross Country. Students will Outcomes: PD 4.8, PD 4.11 Assessment: Practical Assessment due: Week 11 (Fitness Testing/Cross Country)				
TERM 2	Athletics (10%) Title of Unit: Athletics The purpose of the unit is for students to understand and strengthen their Athletics skills including High Jump, Shot Put, Track Events, Discus, Javelin. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical Assessment due: Week 5					European Handball (10%) The purpose of the unit is for students to be introduced to European Handball and understand the rules and participate in a variety of different games. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical Assessment Due: Week 10				
TERM 3	League Tag (5%) The purpose of the unit is for students to develop their League Tag and Touch Football skills in a variety of small sided games. Students will evaluate and justify reasons for decisions and actions when solving movement challenges. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical Assessment due: Week 5					Let's Kick – AFL (5%) The purpose of the unit is for students to learn and develop their kicking skills in a variety of sporting contexts including Soccer and AFL. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical Assessment due: Week 10				
TERM 4	Summer Fun (Aquatics) The purpose of this unit is for students to be provided with an opportunity to engage in activities to promote water safety and sun safety such as completing OSSA, surf survival techniques. Students will also participate in a range of swimming activities and rescue skills, eg stroke correction, timed tows, clothed rescue, games and sports. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical – Water Survival techniques (OSSA) Assessment due: Week 5									

MUSIC

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Instruments of the Orchestra Unit info: With a focused study on the concept tone colour, students will study the instruments of the orchestra, learning families and instruments, while performing in a class ensemble playing Grieg's "In the hall of the Mountain King". Outcomes: 4.1, 4.3, 4.7, 4.8, 4.9 Assessment: N/A Assessment due: N/A</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Folk Music Unit info: Students will complete a close study of Celtic music, identifying key characteristics of while playing in small ensembles (duos, trios) to perform celtic instrumental music Outcomes: 4.1, 4.2, 4.3 Assessment: Performance 30% Assessment due: Week 8-9</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Rock Music Unit info: Students will study rock music identifying key characteristics while performing in class ensembles with a focus on texture. Outcomes: 4.7, 4.8, 4.9 Assessment: Graphic Score 30% Assessment due: Week 8-9</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Title of Unit: Film Music Composition Unit info: Students will study the film music themes as used in contemporary films, identifying key characteristics while learning to play simple themes with a focused study on the concepts dynamics & expressive techniques. Outcomes: 4.4, 4.5, 4.6, 4.10 Assessment: Film Music Arrangement 40% Assessment due: Week 5</p>										

VISUAL ARTS

	1	2	3	4	5	6	7	8	9	10
TERM 1	<p>Manga Faces and Figures A unit where Manga cartoons and comics are explored as creative forms over 10 weeks. Students will learn about conventions of proportion and how to break those conventions through drawing a number of portraits, figures and then construct a painting that has a manga character within a landscape. Key Artists Disney, Manga artists, Tezuka, Australian and global cartoon artists Outcomes: 4.1, 4.3, 4.4, 4.6 Assessment: Portfolio of work Assessment due: Week 10 Term 1</p>									
TERM 2	<p>Fantasy and Surrealism Students complete a series of activities that explore the subconscious mind whilst creating artworks. Students start by creating an exquisite corpse drawings. Then use random text to make blackout poetry. Create artworks based on the artmaking practices of artist/designer mambo and finally complete an automatic drawing that comes from the founders of the surrealism movement. Key Artists: Van Gogh, Dean, Rackham, Sharp Outcomes: 4.1, 4.7, 4.8, 4.9, 4.10 Assessment: Artist study/research task Assessment due: Week 9 Term 2</p>									
TERM 3	<p>Clay Creature not of this World Students design and make a clay creature over 3 weeks. They will then paint/varnish or glaze their 3D sculpture. Students learn about the properties of clay and basic construction techniques used by artists who work in ceramics. They will also critically analyse the work of a known artist who works in the medium of clay like Maillol, Swann, Arp, Moore, Brancosi, Derain, Klippel, Christo, Goldsworthy. Outcomes: 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.10</p>									
	<p>Design a skate/surfboard based on a known designer/artist. Students will then study the work of surfboard designer/ artist Drew Brophy and design a board of their own over 2 weeks that shows they have been Influenced in some way by the artist. And then construct and paint a board design of their over 5 weeks. Outcomes: 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 4.10 Assessment: Portfolio of work and an artist study Assessment due: Week 9 Term 3</p>									
TERM 4	<p>Book of Kells Students research the history of illuminated manuscripts. Learn how to draw examples of Celtic knots and lettering. Then design a stained-glass window, shields and learn about heraldry. Outcomes: 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.10</p>									
										<p>Howard Arkley Finally, whilst studying the works of Howard Arkley students will find out why artists create artworks the way they do by looking at one of Howard Arkley's paintings through the cultural and structural framework. Then apply their understanding by creating one of Howard Arkley's paintings. Then create an artwork of their own in the same style from a shoe drawing. Outcomes: 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.10</p>