



Year 8

Teaching and Learning plans

Assessment calendar

Term 3, 2022

Yr 8 Assessment Calendar Term 3, 2022

Week/date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Or 11 – 15 Jul					
			Academic Assembly		
Week 2 Or 18 – 22 Jul					
Week 3 or 25 – 29 Jul	Health & Physical Education task distributed Social Science task distributed				
Week 4 or 1 – 5 Aug	Drama task distributed				
	Design task distributed			Father/daughter day	Father/daughter day
Week 5 Or 8 – 12 Aug	Science exam				
Week 6 Or 15 – 19 Aug	Religious Education exam				
	Digital Technologies exam				
Week 7 Or 22 – 26 Aug					
		Drama exam			
Week 8 or 29 Aug – 2 Sept	Health & Physical Education task due Drama task distributed				
			Design practical task due		Student Free Day
Week 9 Or 5 – 9 Sept	Science task due Social Science task due Maths exam Visual Art due				
	Design theory task due French exam Japanese exam Digital Technologies task distributed		English task due		
Week 10 Or 12 – 16 Sept	Deadly Maths exam				
				Walk 4 PNG	Holidays

Wk	Learning experiences & assessment	Student Activities
1	<u>Basic Arithmetic Operations</u> <ul style="list-style-type: none"> Comprehend and understand key terminology Explore and explain step by step problem solving Construct an organiser and one step problems Apply 'CUBES' Comprehend and develop the different strategies that can be used (guess, act it out, draw, make a list, think) 	Times tables Minute Math Relevant Worksheets Individual/group work
2	<u>Two and Three Step Problems</u> <ul style="list-style-type: none"> Comprehend and understand key terminology Explore and explain step by step problem solving Construct two and three step problems Apply 'CUBES' Comprehend and develop the different strategies that can be used (guess, act it out, draw, make a list, think) 	Times tables Minute Math Relevant Worksheets Individual/group work
3	<u>Word Problems – Equations</u> <ul style="list-style-type: none"> Explore and explain step by step problem solving Construct problems Apply 'CUBES' Comprehend and develop the different strategies that can be used (guess, act it out, draw, make a list, think) 	Times tables Minute Math Relevant Worksheets Individual/group work
4	<u>Word Problems – Geometry</u> As per Week 3	Times tables Minute Math Relevant Worksheets Individual/group work
5	<u>Word Problems – Equations</u> As per Week 3 <u>Diagnostic Test</u>	Times tables Minute Math Relevant Worksheets Individual/group work
6	<u>Angles</u> <ul style="list-style-type: none"> Identify types of angles (vertically opposite, complementary, supplementary) Understand angles and line vocabulary 	Times tables Minute Math Relevant Worksheets Individual/group work
7	<ul style="list-style-type: none"> Comprehend and understand angles and parallel lines Comprehend corresponding, alternate, co interior and vertically opposite angles 	Times tables Minute Math Relevant Worksheets Individual/group work
8	<ul style="list-style-type: none"> Comprehend and understand angles and parallel lines Comprehend corresponding, alternate, co interior and vertically opposite angles 	Times tables Minute Math Relevant Worksheets Individual/group work
9	<u>Revision</u>	Times tables Minute Math Relevant Worksheets Individual/group work
10	<u>Examination</u>	

TERM: Three 2022

Unit: Healthy Choices (Smoothie and Savoury muffins)

WEEK	Monday P2	Tuesday P1/2	Thursday P5
1	11 July -Kitchen safety rules PowerPoint Identify 10 safety rules to obey when working in the kitchen, safety induction sheet signs off.	12 July Hand out cooking booklet Hygiene – You Tube. Hand washing. List 5 steps to wash hands Conduct a Kitchen tour, sign induction sheet Locate utensils and areas within kitchen – Treasure Map Design a hand washing poster	14 July -Safety in the domestic kitchen. Watch YouTube video: -Watch 2 x -List 10 safety rules the lady is breaking Cleaning roster
2	18 July Weights and Measures (Rotational activity) Measure liquids and rice into common weights and measurements used in a kitchen.	19 July Cookery – Pizza Focus on knife safety/use, cutting techniques, food hygiene, kitchen routines, use of large equipment and pre-heating oven	21 July Identify good and bad bacteria. Beat the Bacteria worksheet. Define the terms: Hygiene, Cleaning, Sanitising, Contamination and Cross-contamination Identify kitchen equipment and utensils. Tool Up worksheet
3	25 July Identify serving amounts. What is a serve? Worksheet.	26 July Cookery – Fried Rice Focus on knife safety/use, cutting techniques, use of large equipment, stovetop.	28 July Identify measuring equipment within the kitchen - Measuring Up worksheet Investigate food models – AGHE – Traffic Light system
4	1 August Give out Design Task Assessment Booklet Investigate and define the design brief. Steps 1a and b. List factors that will influence your design. Evaluate what makes a good smoothie and muffin.	2 August Cookery – No sugar recipe, Banana and Blueberry muffin Focus on knife safety/use, cutting techniques, use of large equipment, stovetop.	4 August Father Daughter Day
5	8 August Step 2a, b, c, d. Investigate 2 x blenders and describe their features. Explain your choice for best suited blender for STU.	9 August Step 3b: Milk and Yogurt tasting. Sensory profiling. Cookery – Step 3c Class Smoothie Evaluate – Sensory profile, amount and packaging used.	11 August Step 3a, d and e a. Investigate food models to determine suitability for design task and brief. d. Survey 4 x people to determine needs and opportunities for smoothie and muffin preferences. e. Evaluate survey results
6	15 August Step 4 and 5a 4. Develop success criteria that will be used to evaluate the smoothie and savoury muffin. 5a. Consider a range of ingredients	16 August Step 3c - Cookery of Class muffins Use different wholegrains to determine most successful to use in final assessment muffin	18 August Step 5b and c. b. Generate design smoothie and muffin ideas. Consider all suitable ingredients. c. Draw diagrams with annotations to show your design solution. Checkpoint Marking
7	22 August Step 7 – Design your practical assessment work plan to hand in TODAY for shopping – to make Tuesday’s smoothie and muffin.	23 August Cookery – Loaded potato	25 August Step 6. Evaluate your design ideas against the success criteria developed in Step 4.
8	29 August Amend any theory work from checkpoint marking.	30 August Cookery – PRACTICAL ASSESSMENT DUE Practical Assessment cooking your smoothie and savoury muffins using your chosen ingredients.	1 September Step 8a: Evaluate the success of your practical assessment for smoothie and savoury muffin safely.
9	5 September Step 8b: Consider and describe processes used. WRITTEN ASSESSMENT DUE	6 September Cookery – Chocolate Brownie	8 September Fun interactive learning game.
10	12 September Start new sewing unit. Identify and understand classroom rules. Safety in the sewing room, PowerPoint.	13 September GIVE OUT Assessment Workbook 1a, 1b, 2a and 2b.	15 September Walk for PNG.

2022 Year 8 Digital Technology: Term 3

Week	Concepts covered	Student tasks/resources
Week 1	<u>Unit 1: Digital and Information Systems</u> <ul style="list-style-type: none"> investigate what Digital Technology consists of identify the difference between a computer, digital system and information system identify and represent the elements of computer hardware, software and processing 	<ul style="list-style-type: none"> Diagrams of digital systems Input/output tables Visual system diagrams
Week 2	<u>Unit 1: Understanding Data</u> <ul style="list-style-type: none"> investigate how digital systems represent text, images and audio data in binary code research file types (file extensions) to different storage formats, functions and advantages analyse binary requirements to select appropriate file type (file extension) to save as 	<ul style="list-style-type: none"> Code tables Code.org – image code Sound graphs File type research and table
Week 3	<u>Unit 1: Understanding Networks</u> <ul style="list-style-type: none"> analyse and visualise how data moves from computer to computer to complete tasks acquire data from a range of sources about networks and connections to design the most effective and efficient data connections 	<ul style="list-style-type: none"> Data tables and diagrams Network designs Code.org internet simulators
Week 4	<u>Unit 1: Impact of technology</u> <ul style="list-style-type: none"> acquire data from a range of sources about the positive and negative impacts of technology on individuals and society at different levels 	<ul style="list-style-type: none"> Analysis graphic organisers Paragraphs
Week 5	<u>Unit 1: Digital Innovations</u> <ul style="list-style-type: none"> research and visualize current and future digital technology innovations; using a range of software to create information use structured data to model the impact of technology evaluate authenticity, accuracy and timeliness of researched information to identify viable future technologies 	<ul style="list-style-type: none"> Innovation designs Analysis graphic organisers Paragraphs
Week 6	<u>Unit 1: Digital and Information Systems</u> <ul style="list-style-type: none"> Exam Prep 	60-minute exam
Week 7	<u>Unit 3: Robotics – Your future</u> <ul style="list-style-type: none"> analyse and visualize data using a range of software to create information and use structured data to model objects and events about the current use of robots acquire data from a range of sources and evaluate authenticity, accuracy and timeliness – robots in the community 	<ul style="list-style-type: none"> Analysis graphic organisers Paragraphs EV3 student booklets
Week 8	<u>Unit 3: Working Robotics – Use of data</u> <ul style="list-style-type: none"> analyse and visualize data using a range of Lego EV3 and sensors implement and modify programs with user interfaces involving branching, iteration and functions in Python programming language 	<ul style="list-style-type: none"> Structured English Data testing tables IPO tables EV3 student booklets
Week 9	<u>Unit 3: Working Robotics - Programming</u> <ul style="list-style-type: none"> acquire data from a range of sources and evaluate authenticity, accuracy and timeliness – robots in the community analyse and visualize data using a range of Lego EV3 and sensors. plan and manage projects that create and communicate ideas and information collaboratively define and decompose real-world problems to design robot functions 	<ul style="list-style-type: none"> Innovation designs Data testing tables IPO tables Project planners <p>Assessment distributed (Monday)</p>
Week 10	<u>Unit 3: Robotics Assessment</u> <ul style="list-style-type: none"> plan and manage projects that create and communicate ideas and information collaboratively define and decompose real-world problems to design robot functions implement and modify programs with user interfaces involving branching, iteration and functions in Python programming language 	<ul style="list-style-type: none"> Structured English code Data testing tables IPO Tables Project planners

8 Drama

Term 3, 2022 - Elements of Drama

ABSENTEE CONSIDERATION: One Note Activities and Resources

Week	Learning experiences & assessment
Week 1	<ul style="list-style-type: none"> • Understand Drama expectations and One Note navigation (classwork, homework, feedback) • Demonstrate participation in Drama games and activities to trust and build confidence • Introduce the ELEMENTS OF DRAMA (table) and STAGE DIAGRAM • Reflect on how Drama skills transfer • ICTs: Introduce One Note, point out options for adjusted learners (talk to text, green screen, etc) • LITERACY: Capital Letters, Type 1 Writing (Glossary: Auditorium, Audience, Applause)
Week 2	<ul style="list-style-type: none"> • Explore The Human Context (Situation, Role, Relationships) and associated activities • Reflect on learning through discussion, recall Drama terminology • ICTs: Brainstorming using One Note Collaboration • LITERACY: Noun, Adjective, Type 1 Writing (Numeracy: Estimate Space)
Week 3	<ul style="list-style-type: none"> • Explore Elements of Drama – Role vs Character / Place and Time • Identify dramatic languages and stage terminology (stage diagrams and theatre etiquette) • Explore Element of Drama- Movement (e.g. freeze frames, Levels of Energy, Effort Actions) • Select excerpts of script and understand conventions of a script (reading and presenting) • Devise and construct short scripts using accurate script format (formative) • LITERACY: (Glossary: Blocking, Backstage, Proscenium)
Week 4	<ul style="list-style-type: none"> • Explore Elements of Drama - Language (voice, pitch, pace, pause, projection, body language) and Tension • Understand Elements of Drama - Symbol • Identify dramatic languages in selected script excerpts or skeleton scripts • <i>Introduce RESPONDING TASK and explain exam conditions. How do you respond to stimulus?</i> • ICTs: Finding video sources • LITERACY: Simple Sentences (Numeracy: Levels and Distances)
Week 5	<ul style="list-style-type: none"> • Analyse responses from teacher • LITERACY: Feedback from Exam / (Glossary: Thespian, Annunciation, Tableau)
Week 6	<ul style="list-style-type: none"> • Rehearse short response writing for exam • (Numeracy: Time Estimates) • Practise Assessment Due: RESPONDING TASK_– Response to Stimulus (EXAM CONDITIONS) Tuesday P1&2
Week 7	<ul style="list-style-type: none"> • Assessment Due: RESPONDING TASK – Exam (TUESDAY 23rd August)
Week 8	<ul style="list-style-type: none"> • <i>Introduce PRESENTING TASK</i> • Reading published text for next task – identifying script conventions • Discuss characters / roles / relationships / tension • (Glossary: Physicalise, Choreograph, Direct)
Week 9	<ul style="list-style-type: none"> • Reading published text for next task – identifying script conventions • Discuss characters / roles / relationships / tension • (Glossary: Expression, Subtext, Annotation)
Week 10	<ul style="list-style-type: none"> • Groups for assessment • Scenes for assessment – distributed (learning over the holidays)

Year 8 English

Term 3 – Novel Study: The Lion, the Witch and the Wardrobe

Week	Concepts covered, student tasks
<p><u>Week 1</u></p> <p>11-15 Jul</p>	<p>Reflect on Term 2 assessment feedback. Create English goals for Term 3. Borrow novel from the library. Create title page.</p> <p>Learning Objectives – Before Reading: Investigate background of novel and author. Understand purpose and structure of a novel. Understand elements of Fantasy genre. Explore reading strategies.</p> <p>Literacy focus: spelling; grammar – adjectives; vocabulary – create novel study Word Wall.</p>
<p><u>Week 2</u></p> <p>18-22 Jul</p>	<p>Learning Objectives – During Reading: Read novel, comprehend elements of plot. Analyse character development and themes. Understand purpose and effect of language features in the novel – allegory, symbolism and metaphor. Analyse quotes from the text.</p> <p>Literacy focus: spelling; grammar – summarising; vocabulary – explore novel vocabulary.</p>
<p><u>Week 3</u></p> <p>25-29 Jul</p>	<p>Learning Objectives – During Reading: Read novel, comprehend elements of plot. Analyse character development and themes. Understand purpose and effect of language features in the novel – allegory, symbolism and metaphor. Analyse quotes from the text.</p> <p>Literacy focus: spelling; grammar – nominalisation; vocabulary – explore novel vocabulary.</p>
<p><u>Week 4</u></p> <p>1-5 Aug</p>	<p>Learning Objectives – During Reading: Read novel, comprehend elements of plot. Analyse character development and themes. Understand purpose and effect of language features in the novel – allegory, symbolism and metaphor. Analyse quotes from the text.</p> <p>Literacy focus: spelling; grammar – paragraph structure, topic sentences; vocabulary – explore novel vocabulary.</p>
<p><u>Week 5</u></p> <p>8-12 Aug</p>	<p>Learning Objectives – During Reading: Read novel, comprehend elements of plot. Analyse character development and themes. Understand purpose and effect of language features in the novel – allegory, symbolism and metaphor. Analyse quotes from the text.</p> <p>Literacy focus: spelling; grammar – cohesive ties; vocabulary – explore novel vocabulary.</p> <p>Formative Assessment Task – Type 3 Writing – analytical paragraph</p>
<p><u>Week 6</u></p> <p>15-19 Aug</p>	<p>Learning Objectives – After Reading: Read novel, comprehend elements of plot. Analyse character development and themes. Understand purpose and effect of language features in the novel – allegory, symbolism and metaphor. Analyse quotes from the text.</p> <p>Literacy focus: spelling; punctuation – quotation marks “ ”, brackets () [], ellipsis...; vocabulary – theme words.</p> <p>Assessment task distributed – Analytical Essay 400-600 words – 3 weeks’ notice.</p>
<p><u>Week 7</u></p> <p>22-26 Aug</p>	<p>Learning Objectives: Understand structure and features of an analytical essay. Creating a Thesis. Selecting and explaining evidence.</p> <p>Literacy focus: spelling; grammar – embedding quotes, referencing; vocabulary – analytical writing Word Wall.</p>
<p><u>Week 8</u></p> <p>29 Aug – 2 Sep</p>	<p>Learning Objectives: Understand structure and features of an analytical essay. Selecting and explaining evidence.</p> <p>Drafting and conferencing of assessment task.</p>
<p><u>Week 9</u></p> <p>5-9 Sep</p>	<p>Learning Objectives: Understand structure and features of an analytical essay. Selecting and explaining evidence. Drafting and conferencing of assessment task.</p> <p>Assessment task due – Wednesday 7 September</p>
<p><u>Week 10</u></p> <p>12-15 Sep</p>	<p>Learning Objectives: Explore links between film and novel version. Watch <i>Narnia</i> movie and compare the similarities and differences between the novel and movie versions. Reflect on and review unit.</p>

Year 8 FRENCH 2022

Unit 1: My Daily Routine Term 3

Week	Concepts covered, student tasks		Resources
Revisions and numbers to 100			
<u>Week 1</u>	Recall and recognise: revision activities (numbers, self-introduction, nationality, dates) - Reading, writing and speaking activities - Online reading and listening activities online using simple language elements, about physical appearance and self-descriptions		Year 8_Revision_booklet_2020 .doc
<u>Week 2</u>	Comprehend, recall and apply - numbers to 100 Self-study online using Education Perfect Formative Task: Education Perfect Unit 5 (beginner level) – numbers and age		Education perfect Unit 5
Saying the time / expressions of daily routine			
<u>Week 3</u>	Comprehend, recall and apply: saying the time in French Consolidation through listening and reading comprehension tasks Practice – composing simple texts and speed dating activities for oral practice		PPT 1_INTRO_full hours_time PPT 2_heure_comprehensive Workbook: Time sets of activities.docx
<u>Week 4</u> Father and Daughter Caves Trip	Comprehend, recall and apply daily routine expressions Grammar work: comprehending verb pattern (ER) + reflexive verbs (pronouns) Consolidation and practice		PPT: Ma routine PPT PPT:3_revision_match_Daily_routine PPT ER verbs_present Worksheet: present worksheet
<u>Week 5</u>	Consolidation and practice through comprehending activities: reading and listening tasks conducted in groups or online through self-study		EP online activities
Grammar: Er verb patterns and reflexive verbs			
<u>Week 6</u>	Comprehend, recall and apply - focus on verb pattern (ER) + reflexive verbs (pronouns) in the negative form Education Perfect: skills practice – regular ER verbs unit		PPT – reflexive verbs 1 Worksheet; Charlie and the Chocolate Factory EP online activities
<u>Week 7</u>	Begin Revision activities for Exams		
Revisions and assessment			
<u>Week 8</u>	Revision week: consolidation and practice through comprehending activities: reading and listening tasks conducted in groups or online through self-study Revision for assessment: Education Perfect Unit 5 (intermediate level): Daily Routine		Revision booklet – daily routine + time
<u>Week 9</u>	ASSESSMENT SR 1 Session 1 Comprehension: Reading Exam conditions	ASSESSMENT SR 1 Session 2 Comprehension: Listening Exam conditions	
<u>Week 10</u>	Describe (narrate) and illustrate daily routine – Storyboard activity to be published as a comic strip.		Friday SFD

Yr 8 Health & Physical Education
Shark Tank!
Curriculum Outline, Term 3, 2022

Week	Learning Experiences		Assessment
	Theory	Practical	
1	Introduction to Shark Tank unit <ul style="list-style-type: none"> Outline of topic and assessment tasks. Review of the 'Components of Fitness' Components of Fitness <ul style="list-style-type: none"> Define the (3) focused fitness components <ul style="list-style-type: none"> Cardiovascular Endurance Speed & Agility Muscular Strength/Endurance 	Fitness Testing (Beep test, Push Up and Illinois agility test) <ul style="list-style-type: none"> Appropriate warm up Analyse of results (strengths and weaknesses) Set <u>ONE</u> SMART goals for improvement within the subject 	
2	Fitness Components <ul style="list-style-type: none"> Determine the types of exercise that support growth in each fitness component (Review from year 7 – 4 types of training) Assess the physiological benefits of improving these fitness components 	Circuit Workout - AMRAP	
3	<ul style="list-style-type: none"> Whole-class brainstorm session: <ul style="list-style-type: none"> Types of products for a fitness program Types of movement sequences for each fitness component Types of Workouts <ul style="list-style-type: none"> AMRAP EMOM HITT Strength Training Students will: <ul style="list-style-type: none"> Recognise which movement sequences could be used in each type of workout 	Circuit Workout - EMOM	Spoken Multi-Modal Response Task Sheet Handed Out (Checkpoint 1)
4	Students will: <ul style="list-style-type: none"> Plan and identify their business idea using scaffolding sheet Students will need to show evidence of: <ul style="list-style-type: none"> Completed scaffolding symptoms 	Circuit Workout - HIIT	Present scaffolding sheet (Checkpoint 2)
5	Students will: <ul style="list-style-type: none"> Develop a 4-session program that is aimed at improving their chosen fitness component Students will need to show evidence of: <ul style="list-style-type: none"> Completed 4-session program 	Circuit Workout – Strength Training	Present completed 4-session program (Checkpoint 3)
6	Students will need to show evidence of: <ul style="list-style-type: none"> Completed script 	Fitness Testing (Beep test, Push Up and Illinois agility test) <ul style="list-style-type: none"> Appropriate warm up Analyse of results <ul style="list-style-type: none"> Assess areas that improved Justify areas that improved Justify areas that showed no improvement 	Present completed script (Checkpoint 4)
7	Students will: <ul style="list-style-type: none"> Submit draft response Review whole class feedback and apply to presentation Develop palm cards Practice presentation 		Spoken Multi-Modal Response Draft Due (Checkpoint 5)
8 <i>FRIDAY STUDENT FREE DAY</i>	<ul style="list-style-type: none"> Spoken Multi-Modal Response Presentations <ul style="list-style-type: none"> Shark Tank Pitches 2 – 3-minute PowerPoint Presentation Pairs 		Spoken Multi-Modal Response Due
9	<ul style="list-style-type: none"> Spoken Multi-Modal Response Presentations <ul style="list-style-type: none"> Shark Tank Pitches 2 – 3-minute PowerPoint Presentation Pairs 		
10	<ul style="list-style-type: none"> Reflect on their “ONE SMART goals” Practical Lessons (Multi-Sport) 		

Week	Concepts covered and activities	Homework	Cognitive Focus	Glossary words	Assessment
1	<ul style="list-style-type: none"> review Term Planner, add assessment date to Student Planner how to organise notebook write a self-introduction in both romaji and Hiragana 				
2	Focused Hiragana review <ul style="list-style-type: none"> あいうえお、かきくけこ、がぎぐげご、 ざじずぜぞ、さしすせそ Blended script for Tokyo, Kyoto New content: <ul style="list-style-type: none"> 5 common verbs, transport, family words Graphic organiser to understand prepositions 		Identify Recall	Do/play, see, go, eat, drink Car, bicycle, train, bullet train, subway, plane, grandfather, grandmother, dad, mum, brothers, sisters	
3	Focused Hiragana review <ul style="list-style-type: none"> たちつてと、だでど、なにぬねの、 はひふへほ、ばびぶべぼ、ぼびぶべぼ Understand the use of small つ New content: <ul style="list-style-type: none"> Comprehend new vocab in story context (use Japan map) Describe and explain content in story Type 2 writing: recall vocab from Wk 2	Hiragana and vocab practice 3-4 times a week for 5-10 minutes, for the duration of the term.	Recall Describe Explain	Nouns and adjectives that arise from story Interesting, fun, boring, difficult, easy, yum, gross, big, small, long, short, cute	Hiragana quiz
4	Focused Hiragana review <ul style="list-style-type: none"> まみむめも、やゆよ らりるれる、わをん Understand the use of う for double 'o' New content: <ul style="list-style-type: none"> Comprehend new vocab in story context Answer questions in Japanese from story Type 2 writing: recall vocab from Wk3 	Any missed content will be on OneNote. Students are to ensure their bookwork is up to date by checking OneNote regularly	Identify Recall describe	Nouns and adjectives that arise from story hot, cold, famous, pretty, quiet, noisy	Hiragana quiz
5	<ul style="list-style-type: none"> Comprehend new vocab in story context Answer questions in Japanese, and explain and describe content from story Type 2 writing: recall vocab from Wk4		Identify Recall Describe Explain	Nouns from story	Diagnostic Hiragana and vocab quiz
6	<ul style="list-style-type: none"> Listening and reading comprehension practice through story about city. Answer questions in Japanese, and explain and describe content from story 		Identify Describe Explain	Nouns from story	Hiragana and vocab quiz
7	<ul style="list-style-type: none"> Listening and reading comprehension PEEL paragraph practice 		Identify Determine		Hiragana and vocab quiz
8	<ul style="list-style-type: none"> Revision of content and practice writing English responses for assessment 		Determine Explain		Hiragana and vocab quiz
9	Reading comprehension test				Summative Exam
10	Investigate food and famous sites from the various cities studied during the term				

8 Mathematics

Term 3, 2022

Week	Learning experiences and assessment	Text Book Exercise
Week 1 11/7	TOPIC: Data Analyse data displayed as graphs and tables Construct and comprehend frequency tables that use tallies	8A Q1 – 10 8B Q1 – 5
Week 2 18/7	Comprehend data presented in histograms Calculate measures of centre Investigate effect of outliers on measures of centre Compare techniques of data collection	8C Q1 – 3, 8 8D Q1 – 8, 10,12 8F
Week 3 25/7	Construct appropriate graph of given data Consider 'fake' claims in the media caused by poor data collection techniques Diagnostic test	Worksheet Activity
Week 4 1/8 (No lesson Thurs 8.1 & 8.2 No lesson Fri 8.3 & 8.4)	TOPIC: Probability Determine probabilities for events, including complementary events Use tables (arrays) to organise sample space of multiple events	8G Q1 – 9 8H Q1 – 9
Week 5 8/8	Use Venn diagrams and two-way tables to organise information TOPIC: Algebra Analyse visual growth patterns to generalise using algebra Comprehend algebraic vocabulary and symbols Use algebraic vocabulary and symbols	8J Q 1 – 10 Worksheet 5A Q1 – 7
Week 6 15/8	Substitute values for variables to evaluate expressions Simplify by adding and subtracting like terms Simplify by multiplying and dividing algebraic terms Apply distributive law to expand brackets	5B Q1, 2, 5 – 9, 11 5C Q1 – 8 5D Q1 – 7 5G Q1 – 10
Week 7 22/8	Determine factorised form of algebraic expressions Apply algebra to solve problems	5H Q1 – 8 5I Q3 – 9
Week 8 29/8 (no Friday Lesson SFD)	Revision of Data, Probability and Algebra	
Week 9 5/9	Examination Tuesday 6 th September Recall coordinates as positions on Cartesian plane Sketch linear relationships from tables and equations	9B Q 2, 3, 4
Week 10 12/9	Determine gradient of line graphs	9D Q1 – 7

Year 8 Religious Education 2022

Term 3 Living the Good Life: Values, Choices and Relationships

Week	Concepts and Learning experiences	Resources
<u>Week 1</u>	<p>What are values?</p> <p>Identify different values and create a definition of what values are (Type 1 writing) . Define and describe the 9 Australian Government values, consider and reflect on personal responses. Compare the 9 government values with the STU college values. Type 2 writing.</p>	Booklet pp. 1 – 7 PPT Values
<u>Week 2</u>	<p>Personal morality</p> <p>Examine the three different aspects of making choices (ourselves, our community, our relationship with God). Examine the concept of morality and the two types of morality: Absolute v moral relativism.</p>	Booklet pp. 8-13 PPT Morality
<u>Week 3</u>	<p>Christian guidelines for making good moral choices</p> <p>Recall the Ten Commandments (Formative Task) and consider the values that underpin the Ten Commandments. Explain The Golden Rule as new Commandment from Jesus. Examine the concept of conscience. Reflect on how people use their conscience in real life case studies.</p>	Booklet pp. 14 – 16 PPT – Making Good choices Formative Task Type 2 Writing
<u>Week 4</u> Father/Daughter Days	<p>Morality and Relationships</p> <p>Consider how these guidelines for making good choices can be demonstrated in our relationships with our families and friends. Discuss and Reflect on case study in booklet.</p>	Booklet pp. 17 – 20; PPT – Relationships
<u>Week 5</u>	<p>Morality and Relationships</p> <p>Contrast the differences between infatuation and love. Know and understand the Catholic Church's teaching on Sexual Morality.</p>	Booklet pp. 21 – 24 PPT – Relationships
<u>Week 6</u>	<p>Assessment Task. Part A & B. Administered over two lessons.</p> <p>Morality and Relationships contin. Students view the movie 'A Walk to Remember' to examine themes of love, relationships, peer pressure and forgiveness.</p>	<p>Assessment Task Multiple Choice and Short Responses.</p> <p>ClickView, "A Walk to Remember"</p>
<u>Week 7</u>	<p>Forgiveness and Reconciliation in Relationships</p> <p>Identify times when students have needed/given forgiveness; identify the main steps in the Sacrament of Reconciliation. How do people forgive when they are hurt terribly? Examine case studies such as Jewish Holocaust survivors.</p>	Booklet pp. 25-26
<u>Week 8</u>	<p>Identify themes of forgiveness in Christian Scripture.</p> <p>Analyse The Parable of the Lost Son (Luke 15). Create a written response explaining how themes of forgiveness and reconciliation are reflected in this parable.</p>	Catholic Youth Bible; PowerPoint on Lost Son.
<u>Week 9</u>	<p>Other stories and songs about forgiveness and reconciliation in popular culture. Prayer and share with others. Reflect on exam results; set goals.</p>	Popular songs, poems, stories.
<u>Week 10</u>	<p>Reflection and prayers for reconciliation, hope and forgiveness.</p>	Walk for PNG Thursday P6 &7

Year 8 Science
Energy transfer & transformations
Term 3 Curriculum Outline, 2022

Week	Concepts Covered	Cognitive Focus	Homework		Assessment
			Consolidation Questions	Study	
1	<ul style="list-style-type: none"> What is energy Types of energy Particle model Temperature/heat energy 	Recall Describe Understand Contrast	Textbook questions as per Homework & Study Sheet (in Class OneNote) Self-mark & correct using answers (in Class OneNote) Highlight partially correct answers orange & incorrect answers red Ask for clarification on orange & red questions	Create flash cards using the glossary words (on homework sheet) and subject matter learning objectives for each week. Review flash cards as part of homework – 3 x week for 10 mins	Class quiz
2	<ul style="list-style-type: none"> Heat transfer Conduction, convection, radiation Conductors/insulators Demonstration: Matchstick magic Practical: Comparing materials	Identify Sketch Explain Compare			Class quiz
3	<ul style="list-style-type: none"> Joules and converting units Kinetic energy & gravitational potential energy Law of Conservation of Energy Simulation activity: Energy skate park	Calculate Understand Realise Make inferences			Class quiz
4 (Thurs & Fri – Caves excursion)	<ul style="list-style-type: none"> Energy transfers & transformations Useful & wasted energy Energy efficiency 	Recall Calculate Understand			Diagnostic Test – 15 MC & short answer questions
5	Examination Initial Experiment: In search of the perfect cup. <ul style="list-style-type: none"> Data collected in a group 	All from weeks 1 – 4			Examination 40 Minutes 1 st lesson
6	Analysis of experimental data <ul style="list-style-type: none"> Develop Excel graphing skills Data analysis skill development 				
7	Student Experiment: Investigating Heat <ul style="list-style-type: none"> Modifications to the initial experiment Perform second experiment Data collected in a group 	Experiment Describe Explain Analyse Consider			In class assessment: Student experiment distributed
8 (SFD on Friday)	Student Experiment: Investigating Heat <ul style="list-style-type: none"> Completion of assessment write-up 	Evaluate Calculate			In class assessment: Student experiment
9	Student Experiment: Investigating Heat <ul style="list-style-type: none"> Completion of assignment write-up 	Analyse Evaluate			In class assessment: Student experiment due
10	STEM and Literacy activities in preparation for next term's topic: The Human Body				

Year 8 Social Science: Medieval Europe (Term 3)

Week	Concepts covered, student tasks
<u>Week 1</u>	<ul style="list-style-type: none"> • Hand back assessment from Term 2 – reflection and goal setting • Understand where the medieval period/Middle Ages sit in the broader context of historical periods • Understand key events in medieval history through the construction of a timeline • Identify key locations on medieval Europe political maps
<u>Week 2</u>	<ul style="list-style-type: none"> • Understand the origins and demise of Feudalism • Create a cause and effect graphic organiser of the consequences and decline of feudalism • Identify the differences between a primary and secondary source and be able to describe and explain the characteristics
<u>Week 3</u>	<ul style="list-style-type: none"> • Define historical concepts – evidence, motive and action and significance • Begin modelled response – peasants. This will be done along side the assessment task in each step/stage • Task distributed – Independent Source Investigation • Step 1 – Background Research <p style="text-align: right;">(NOTE: Tuesday- MASS @ SBC)</p>
<u>Week 4</u>	<ul style="list-style-type: none"> • Step 2 – source hunting - find at least four (4) sources on chosen topic – a combination of primary sources and secondary sources: <ul style="list-style-type: none"> ➢ Consider the historical concepts in selection of sources – motive and actions of people at the time, significance of individuals or group. ➢ Analysis for suitability of sources through literature review <p style="text-align: right;">(NOTE: Thursday & Friday – Father Daughter Day)</p>
<u>Week 5</u>	<ul style="list-style-type: none"> • Continue step 2 – source hunting - find at least four (4) sources on chosen topic – a combination of primary sources and secondary sources: <ul style="list-style-type: none"> ➢ Consider the historical concepts in selection of sources – motive and actions of people at the time, significance of individuals or group. ➢ Analysis for suitability of sources through literature review • Step 3 – focusing your research: <ul style="list-style-type: none"> ➢ Creating a key inquiry question and sub questions ➢ Write a rationale (Check-point 1)
<u>Week 6</u>	<ul style="list-style-type: none"> • Step 4 – source interrogation – analysis and evaluation of sources (Check-point 2)
<u>Week 7</u>	<ul style="list-style-type: none"> • Continue step 4 – source interrogation – analysis and evaluation of sources (Check-point 2) • Step 5 – synthesis of findings – formulate hypothesis and create a critical summary
<u>Week 8</u>	<ul style="list-style-type: none"> • Continue step 5 – create critical summary (Check-point 3) • Edit and refine work based on feedback
<u>Week 9</u>	<ul style="list-style-type: none"> • Task due – submission of Independent Source Investigation & Individual or Group Presentations
<u>Week 10</u>	<ul style="list-style-type: none"> • Unit review • Begin contextual work for Term 4: Japan under the Shoguns

Week	Focus/Goal	Learning experiences & assessment	Student Check sheet
1 July 11-15	ERR (<i>Etiquette Rules and Routines</i>)	Teacher explanation and class discussion of classroom procedures, TEAM Setup, Teacher expectations. Breakdown of Task sheet, Overview, Resources, Student cupboard/folders, Material resources.	
2 July 18-22	The Language of Art Knowledge & understanding of What is The Language of Art & how the Visual Elements are used.	Class discussion on Portraiture and what Art is? Journal Document as per worksheet What The Language of Art & Visual Elements are. LINE & SHAPE, COLOUR Research on Famous Self-Portrait	Worksheet Research images
3 July 25-29	Line Knowledge of how the element of LINE is used in the visual Language	Journal Document as per worksheet Know the main types of line: Horizontal, vertical, diagonal, curved & Zigzag. How each of these is used to communicate meaning Draw examples and find images to support response.	Worksheet Research images
4 Aug 1-5		Making Experiment Use a photograph of your face. Trace around the main features using lightbox (window) Then, simplify it by only using lines that best show your personality.	Variety of Pencils/pens
5 Aug 8-12	Shape Knowledge of how the element of SHAPE is used in the visual Language	Journal Know what SHAPE is? Identify GEOMETRIC SHAPES and how they communicate meaning using Drawn examples & real-world examples. Identify ORGANIC SHAPES and how they communicate meaning. using Drawn examples & real-world examples. Identify ZAGGERED SHAPES and how they communicate meaning. using Drawn examples & real-world examples.	Worksheet Research images
6 Aug 15-19	Shape Knowledge of how the element of SHAPE is used in the visual Language	Making Experiment Use a photograph of your face. Trace around the main features using lightbox (window) Then, simplify it by only using LINES & SHAPES that best show your personality.	Variety of Pencils/pens
7 Aug 22- 26	Colour Knowledge of how the element of COLOUR scheme is used in the visual Language	Journal Know what a COLOUR SCHEME is? Identify simple colour schemes of WARM, COOL, & COMPLEMENTARY colour schemes are and how they communicate meaning using Diagrams examples & real-world examples.	Worksheet Research images
8 Aug 21 –25	Experiment with: Watercolour Pencils Resolved Watercolour Self-Portrait	Teacher directed experiments with watercolour pencils Making Resolved Watercolour Self-Portrait Use the Elements of LINE, SHAPE & COLOUR to communicate in a portrait who you are. You can also use some images in the work to give visual clues to help	A4 cartridge paper Variety of Pencils, pens, watercolour pencils
9 Sept 5 - 9	Final Resolved Water Colour Self-Portrait & Journal DUE		
10 Sept 12 - 15	Art activities		