



**Year 8**

**Teaching and Learning plans**

**Assessment calendar**

**Term 2, 2023**

# Yr 8 Assessment Calendar Term 2, 2023

Week/date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Or 17-21 April		Digital Technologies task distributed			
Week 2 Or 24-28 April		ANZAC day			
Week 3 or 1-5 May	French task distributed				
	Mathematics task distributed				
	Japanese task distributed				
	Labour Day				Digital Technologies task due
Week 4 Or 8-12 May			Design and Tech (food) task distributed		
Week 5 Or 15-19 May	Health & Physical Education task distributed				
	Religious Education task distributed				
		French task 1 due			Japanese task 1 due
Week 6 Or 22-26 May	Japanese task 2 distributed				
	English task distributed				
	Mathematics task due				
	Science task distributed				
			Athletics field events		
Week 7 Or 29 May – 2 June	French task 2 distributed				
			Digital Technologies task distributed		
Week 8 Or 5-9 June	Religious Education task due				
	Science task due				
	Social Science exam				
	Design and Tech (food) practical task due	Design and Tech (food) written task due	Maths exam 2		Health & Physical Education task due
	English task due	Maths exam 1	Visual Art task due		French task 2 due
					Japanese task 2 due
					Drama task due
Week 9 Or 12-16 June	Deadly Maths exam				
	RETREAT	Digital Technologies task due		Athletics carnival	Show holiday

*Year 8 Deadly Maths - Term 2, 2023*  
*Mrs Lacey*

Week	Tuesday, Lesson 2 – Wednesday, Lesson 6 – Friday, Lessons 4 & 5
<b>Week 1</b>	<u>Ratio</u> <ul style="list-style-type: none"> <li>• Understand the terms: ratio, proportion.</li> <li>• Comprehend the equivalent principle.</li> <li>• Solve ratio, proportion and equivalent principles.</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Apply the ratio principle to problems.</li> <li>• Solve problems by applying the ratio principle.</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Understand that rate and ratio problems can be solved using fractions or percentage.</li> <li>• Understand ratio is related to fraction.</li> <li>• Evaluate rate and ratio problems.</li> </ul>
<b>Week 4</b>	<u>Measurement</u> <ul style="list-style-type: none"> <li>• Identify polygons, rectangles, triangles and parallelograms.</li> <li>• Calculate the perimeter of polygons.</li> <li>• Establish the formulas for areas of rectangles, triangles and parallelograms.</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Use formula to solve area problems.</li> <li>• Calculate the areas of composite shapes</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Calculate the surface area of cylinders, a range of prisms and composite.</li> <li>• Calculate the volume of cylinders, a range of prisms and composite.</li> </ul>
<b>Week 7</b>	<u>Time</u> <ul style="list-style-type: none"> <li>• Understand the three perspectives: point of time, sequence of time, duration of time</li> <li>• Comprehend analogue and digital</li> <li>• Investigate 12 and 24 hour time</li> <li>• Convert between 12 and 24 hour time</li> </ul>
<b>Week 8</b>	Revision  <b>Examination: Friday, 09 June 2023.</b>
<b>Week 9</b>	Solve math word problems.

## YEAR 8 Design and Technologies - Term 2, 2023

Mrs Pacey

Week	Tuesday (L4/5)	Wednesday (4)	Friday (L7)
1	<b>18 April</b> <b>Identify</b> good and bad bacteria. Beat the Bacteria worksheet. <b>Define</b> the terms: Hygiene, Cleaning, Sanitising, Contamination and Cross-contamination <b>Identify</b> kitchen equipment and utensils. Tool Up worksheet	<b>19 April</b> <b>Weights and Measures (Rotational activity)</b> Measure liquids and rice into common weights and measurements used in a kitchen.	<b>21 April</b> <b>Identify</b> serving amounts. What is a serve? Worksheet.
2	<b>25 April</b> <b>ANZAC Day</b>	<b>26 April</b> <b>Cookery - Loaded potato</b>	<b>28 April</b> <b>Identify</b> measuring equipment within the kitchen - Measuring Up worksheet.
3	<b>2 May</b> <b>Cookery - Pizza</b> Focus on knife safety/use, cutting techniques, kitchen routines,	<b>3 May</b> <b>Investigate</b> food models - AGHE	<b>5 May</b> <b>Investigate</b> food models - Traffic Light system
4	<b>9 May</b> <b>Cookery - Tacos</b> Focus on knife safety/use, cutting techniques, food hygiene, kitchen routines, lighting of stove top.	<b>10 May</b> <b>Give out Design Task Assessment Booklet</b> <b>Investigate</b> and <b>define</b> the design brief. <b>Steps 1a and b.</b> <b>List</b> factors that will influence your design. <b>Evaluate</b> a good smoothie and muffin.	<b>12 May</b> <b>Step 2a, b, c, d.</b> <b>Investigate</b> 2 x blenders and describe their features. <b>Explain</b> your choice for best suited blender for STU.
5	<b>16 May</b> <b>Step 3b: Milk and Yogurt tasting.</b> Sensory profiling. <b>Cookery - Step 3c Class Smoothie</b> Evaluate - Sensory profile, amount and packaging used.	<b>17 May</b> <b>Step 3a, d and e</b> <b>a. Investigate</b> food models. <b>d.</b> Survey 4 x people to determine needs and opportunities <b>e. Evaluate</b> survey results	<b>19 May</b> <b>4. Develop</b> success criteria that will be used to evaluate the smoothie and savoury muffin. <b>5a. Consider</b> a range of ingredients
6	<b>23 May</b> <b>Step 3c - Cookery of Class muffins</b> Use different wholegrains to determine most successful to use in final assessment muffin.	<b>24 May</b> <b>Step 5b and c.</b> <b>b. Generate</b> design smoothie and muffin ideas. Consider all suitable ingredients. <b>c. Draw</b> diagrams with annotations to show your design solution.	<b>26 May</b> <b>Step 7 - Design your practical assessment</b> work plan to hand in TODAY for shopping - to make Tuesday's smoothie and muffin. <b>Checkpoint Marking</b>
7	<b>30 May</b> <b>Cookery - Sausage Rolls</b> Focus on rolling of pastry, knife skills, piping skills.	<b>31 May</b> <b>Step 6.</b> Evaluate your design ideas against the success criteria developed in Step 4.	<b>2 May</b> Amend any theory work from checkpoint marking.
8	<b>6 June</b> <b>Cookery - Practical Assessment</b> cooking your smoothie and savoury muffins using your chosen ingredients. <b>PRACTICAL ASSESSMENT DUE</b>	<b>7 June</b> <b>Step 8a: Evaluate</b> the success of your <b>practical assessment</b> for smoothie and savoury muffin safely. <b>Step 8b: Consider</b> and <b>describe</b> processes used. <b>WRITTEN ASSESSMENT DUE</b>	<b>9 June</b> <b>Cookery - Rice Paper Rolls</b>
9	<b>13 June</b> <b>Cookery - Chocolate Brownie</b>	<b>14 June</b> Fun interactive learning game.	<b>16 June</b> <b>School holidays</b>

## 08 Digital Technology – Term 2

Mrs O'Neill

Week	Tuesday Period 4 &5/Wednesday Period 4/Friday Period 7
1	Unit 2: Design for great games – create Investigate how games are created using game engines. Plan a video game outline by communicating using game template. Manage project by creating a planned timeline. <b>Assessment: Video Game creation project handout</b> <b>Assessment: Game planning draft due</b>
2	Unit 2: Design for great games – create Create game using MakeCode Arcade – load assets, create layouts, program events and actions. Manage project using planned timeline.
3	Unit 2: Design for great games – Assessment Generate game using MakeCode Arcade – load assets, layouts, events. Evaluate game designs. Communicate using gaming-specific language. <b>Assessment: Game creation draft due</b> <b>Assessment: Video Game creation project due</b>
4	Unit 3: Robotics Investigate the development of robots and their uses. Analyse how programming instructions affect the action of a robot – sequences. Implement and modify robot programs to complete a path.
5	Unit 3: Robotics Analyse how choices are made in programming – variables. Analyse how programming instructions affect the action of a robot – conditional statements and loops. Implement and <b>modify</b> robot programs to complete basic tasks, using sensors and outputs.
6	Unit 3: Robotics Analyse and visualise solutions to robotic problems. Model programmed solutions using flowcharts and pseudocode. Implement and modify robot programs to complete advanced tasks, using sensors, outputs, conditional statements and loops.
7	Unit 3: Robotics Analyse and visualise data using structured data to model robot actions. Breakdown real-world problems to identify requirements. Design robot algorithms, represent using flow chart and pseudocode and identify errors. Implement algorithms using robot program. <b>Assessment: Robot folio handout</b>
8	Unit 3: Robot Design for movement Assessment Breakdown real-world problems to identify requirements. Design robot algorithms, represent using flow chart and pseudocode and identify errors. Implement algorithms using robot program.
9	Unit 3: Robot Design for movement Assessment Design robot algorithms, represent using flow chart and pseudocode and identify errors. Implement algorithms using robot program. Evaluate how existing robots meet needs, are innovative, and consider future risks and sustainability. <b>Assessment: Robot folio due</b>

## Year 8 Drama - Term 2, 2023

### Miss Thomas

Week	Lessons
1	<ul style="list-style-type: none"> <li>Understand term objectives - Children's Play Performance - Skills of Performance</li> <li>Recall Elements of Drama through practical activity</li> <li>Explore and recall conventions of Children's Theatre (exaggeration, large expression, colourful visual setting, rhyming/song/dance, audience participation)</li> </ul>
2	<ul style="list-style-type: none"> <li>Analyse examples of Children's Theatre performance</li> <li>Distribute task sheets and performance booklets and identify Children's Theatre conventions</li> <li>Organise assessment groups and select children's book that will be turned into a performance</li> <li>Develop script sequence and allocate scene to each student</li> </ul>
3	<ul style="list-style-type: none"> <li>Explore character - movement, gesture, voice, relationships to convey intention of script</li> <li>Recall script writing conventions (setting, italics, spacing between character names etc.)</li> <li>Apply children's theatre conventions to scenes</li> <li>Explore the element of dramatic tension in children's theatre.</li> <li>Draft Script Due</li> </ul>
4	<ul style="list-style-type: none"> <li>Apply draft feedback</li> <li>Explore use of puppet for character</li> <li>Plan, structure and rehearse the script as a cohesive performance</li> <li>Demonstrate how to annotate a script</li> <li>Develop and make decisions about the group performance to convey status, relationships and intentions</li> </ul>
5	<ul style="list-style-type: none"> <li>Use craft materials to design and create puppets/masks/costume.</li> <li>Apply performance skills to the play</li> <li>Extension: Incorporate song/dance/movement into performance.</li> <li>Analyse rehearsal process in booklet</li> </ul>
6	<ul style="list-style-type: none"> <li>Perform for another group. Provide and action peer feedback</li> <li>Rehearse the performance - consider production: lighting, sets, music, costume for theatrical effect</li> <li>Consider Children's Theatre conventions in script.</li> <li>Stage rehearsal with props and set.</li> </ul>
7	<ul style="list-style-type: none"> <li>Dress rehearsal with full costume, props and setting. (Filmed by teacher for feedback and reflection)</li> <li>Reflect on dress rehearsal performance in groups and write feedback in booklets</li> <li>Recall all lines - no scripts on stage. Costume and props being used</li> <li>Evaluate use of voice and movement to show status, relationship and intentions through reflection</li> </ul>
8	<ul style="list-style-type: none"> <li>Assessment Due: MAKING: PRESENTING - Group Performance</li> <li>Complete all booklet activities and submit to teacher</li> </ul>
9	<ul style="list-style-type: none"> <li>Explore elements of drama through improvisation</li> <li>Experiment with Theatre Sports and improvisation techniques</li> </ul>
10	STAFF WEEK

**8 English – Term 2, 2023**  
**Ms Blackwood, Mrs Kruger, Ms Owens**

Week	Lesson sequence
1	<p>Reflect on Term 1 Assessment feedback. Create English goals for Term 2. Create Title Page – Identity Tree.</p> <p>Explore the relationship between language and identity. Understand the relationship between colloquialism/idiom and cultural, social, age and gender-based identities. Explore a range of identities and stereotypes represented in popular culture and advertising. Explain differences between private identity and public image.</p> <p>Vocabulary development – create identity Word Wall.</p>
2	<p>Explore concepts and methods of representation in visual texts. Describe, interpret and explain the effects of particular visual methods of representation. Compare visual representations of individual and social identities.</p> <p>Vocabulary development – add visual elements to Word Wall.</p>
3	<p>Explore concepts and methods of representation in written and spoken texts. Describe, interpret and explain the effect of evaluative and emotive language on identity. Compare representations of individual and social identities through language and dialogue.</p> <p>Vocabulary development – add evaluative and emotive language to Word Wall.</p>
4	<p>Understand and apply comparative language and modality in texts. Use the STEAL characterisation method to explore characters in <i>The Baby-Sitters Club</i> series. Compare and contrast representation of characters through visual and language elements.</p> <p>Vocabulary development – add comparative language and modality to Word Wall.</p>
5	<p>Apply a variety of cohesive ties to paragraph-writing.</p> <p>Formative Assessment Task – create a Venn Diagram comparing and contrasting the representation of two characters in <i>The Baby-Sitters Club</i>.</p> <p>Vocabulary development – add cohesive ties to Word Wall.</p>
6	<p>Use the STEAL characterisation method to explore characters in the film <i>Encanto</i>. Compare and contrast representation of characters through visual and language elements.</p>
7	<p>Use the STEAL characterisation method to explore characters in the film <i>Encanto</i>. Compare and contrast representation of the characters through visual and language elements.</p>
8	<p>Assessment Task – Short Response Exam – Monday 5<sup>th</sup> June.</p> <p>Explore how a film/television/book character of choice is represented through visual and/or language elements.</p>
9	<p>Create a multi-modal presentation about the representation of a film/television/book character of choice.</p>

**Year 8 FRENCH Term 2 2023**  
**Madame Levacher, Madame Withnall**  
En ville | À la mode !

Week	Tuesday P. 2    Wednesday P. 6    Friday P. 4 + 5
<b>1</b>	<p>Recalling of core vocabulary – shops and food culture in France</p> <ul style="list-style-type: none"> <li>- Describe purchases from different stores</li> <li>- Short video “Les Magasins”</li> </ul> <p>PPTs and worksheets shared in OneNote, vocabulary list on Education Perfect</p>
<b>2</b>	<p>Comprehend, recall and use vocabulary used to describe town settings and vocabulary used to ask for and give directions in town (texts, videos, worksheets from OneNote)</p> <p>Formative Task: Education Perfect Unit 4 (intermediate level) - Places and Directions</p>
<b>3</b>	<p>Consolidating: recall, comprehend written and spoken texts shared in OneNote</p> <p>Create texts (speaking, writing) to ask for and give directions in town</p> <p>Create a script for a virtual commented itinerary of Paris</p> <p><b>ER Task 2 ‘En Ville’ handed out (directions in Paris – Roleplay)</b> - itinerary research starts.</p>
<b>4</b>	<p>Itinerary preparation and recording of commentary, working in pairs</p> <p>Create an itinerary of Paris in Google Maps, write a roleplay to ask for and give directions, between a Parisian and an Australian tourist</p>
<b>5</b>	<p><b>ER Task due 16/05/23 (Tuesday, Week 5).</b> Upload video of the itinerary in Flipgrid.</p> <p>Work commences on A la mode Module - Understanding, recalling and using vocabulary used in describing clothing/outfits.</p> <p>Describing degrees of likes and dislikes/ justifying preferences.</p> <p>Education Perfect Unit 4 (intermediate level) – Clothing vocabulary list</p>
<b>6</b>	<p>Recall, comprehend (reading, listening) and create texts (speaking, writing) to describe clothing and outfits.</p> <p>Comprehend grammar rule about adjectives and nouns agreement. Consolidate with exercises.</p>
<b>7</b>	<p><b>Work starts on Extended Response Task 4 – My “unboxing video”.</b></p> <p>Create a script for your Unboxing Video (video de déballage) based on an outfit + accessories of your choice.</p>
<b>8</b>	<p>Continue work on Extended Response Task 4 – My “unboxing video”.</p> <p>Describe your outfit + accessories/shoes according to guidelines – record yourself in PPT. Submit in TEAMS.</p> <p><b>Extended Response Task 4 – My “unboxing video” due Friday 9 June.</b></p>
<b>9</b>	<p>Cultural activities: cooking, French movie</p>



## 8 HPE Term 2 - 2023

### Catch Me!

### SCK/CRM/CHM

Week	Theory	Practical
1	<p>Principles of Play through Tennis</p> <ul style="list-style-type: none"> <li>Define the four Principles of Play</li> <li>Understand the game of tennis – rules, scoring, serving grips, stance, stroke techniques</li> <li>Define “explain” and understand the process of explaining.</li> </ul> <p>Project Folios</p> <ul style="list-style-type: none"> <li>Understand the concept of Project Folios</li> <li>View tutorial on Adobe Rush (e-Learning Resources in Managed Bookmarks)</li> <li>Explore how to use Adobe Rush with practice videos</li> </ul>	<p>Net &amp; Court Games: Tennis (collate footage)</p> <ul style="list-style-type: none"> <li>Maintaining a Rally</li> <li>Striking Techniques – Backhand &amp; Forehand</li> </ul>
2	<p>Principles of Play – Setting Up an Attack</p> <ul style="list-style-type: none"> <li>Define and understand the Principles of Play - Setting Up Attack</li> <li>Evaluate examples of Setting Up Attack</li> <li>Construct a script explaining how the athlete in the video has demonstrated specific Principle of Play</li> </ul>	<p>Collect footage: Setting Up Attack</p> <p>Net &amp; Court Games: Tennis</p> <ul style="list-style-type: none"> <li>Setting Up Attack Using Width</li> <li>Setting Up Attack Using Length</li> </ul>
3	<p>Principles of Play – Defending Against Attack</p> <ul style="list-style-type: none"> <li>Define and understand the Principles of Play – Defending Against Attack</li> <li>Evaluate examples of Defending Against Attack</li> <li>Construct a script explaining how the athlete in the video has demonstrated specific Principle of Play</li> </ul>	<p>Collect footage: Defending Against Attack</p> <p>Net &amp; Court Games: Tennis</p> <ul style="list-style-type: none"> <li>Serving</li> <li>Forehand and Backhand</li> <li>Maintaining a Rally</li> </ul>
4	<p>Principles of Play – Creating, Defending &amp; Exploiting Space</p> <ul style="list-style-type: none"> <li>Define and understand the Principles of Play – Creating, Defending &amp; Exploiting Space</li> <li>Evaluate examples of Creating, Defending &amp; Exploiting Space</li> <li>Construct a script explaining how the athlete in the video has demonstrated specific Principle of Play</li> </ul>	<p>Collect footage: Creating, Defending &amp; Exploiting Space</p> <p>Net &amp; Court Games: Tennis</p> <ul style="list-style-type: none"> <li>Winning from the net</li> <li>Winning from the baseline</li> </ul>
5	<p>Principles of Play – Attack Opposition Court &amp; Scoring</p> <ul style="list-style-type: none"> <li>Define and understand the Principles of Play – Attack Opposition Court &amp; Scoring</li> <li>Evaluate examples of Attack Opposition Court &amp; Scoring</li> <li>Construct a script explaining how the athlete in the video has demonstrated specific Principle of Play</li> </ul> <p>Summative Assessment Task Distribution</p>	<p>Collect footage: Attack Opposition Court &amp; Scoring</p> <p>Net &amp; Court Games: Tennis</p> <ul style="list-style-type: none"> <li>Winning from the net</li> <li>Winning from the baseline</li> <li>Game play</li> </ul>
6	<p>Summative Assessment Task - Principles of Play</p> <ul style="list-style-type: none"> <li>Select and insert tennis footage into Adobe Rush</li> <li>Examine footage for each Principle of Play</li> <li>Construct a script explaining how each video demonstrates a different Principle of Play</li> </ul>	<p>Net &amp; Court Games: Volleyball</p>
7	<p>Summative Assessment Task - Principles of Play</p> <ul style="list-style-type: none"> <li>Construct a script explaining how each video demonstrates a different Principle of Play</li> <li>Submit script for teacher feedback and edit</li> <li>Create Project Folio – edit, narrate and animate video as required.</li> </ul>	<p>Net &amp; Court Games: Badminton</p>
8	<p>Summative Assessment Task - Principles of Play</p> <ul style="list-style-type: none"> <li>Create Project Folio – edit, narrate and animate video as required.</li> <li>Submit via TEAMS (Project Folio &amp; Script)</li> </ul>	<p>Net &amp; Court Games: Speedminton</p>
9	<p>Practical Lessons – Net and Court Games</p>	<p>Net &amp; Court Games: Various</p>

*Year 8 Japanese – Term 2 2023*  
*Mrs Willis/ Ms Sloper*

Week	Tuesday P. 2    Wednesday P. 6    Friday P. 4 + 5
1	Introduce topic of New Year celebrations Introduce roleplay. Understand assessment expectations and due dates. Know and understand: <ul style="list-style-type: none"> <li>- kanji for me/私</li> <li>- Grammar for giving/receiving.</li> </ul> Culture – origami
2	Know and understand: <ul style="list-style-type: none"> <li>- I think and giving.</li> <li>- Kanji 時、思います</li> </ul> Culture – Yukata wearing
3	Know and understand: <ul style="list-style-type: none"> <li>- Grammar to express 'because/and so'</li> <li>- Grammar comparative sentences</li> </ul> Culture – rituals and daruma <b>Assessment Part 1 task distributed</b>
4	Review: <ul style="list-style-type: none"> <li>- When, conjunctions、 use of joshi で within the roleplay</li> <li>- Kanji お正月</li> </ul> Culture – Zodiac signs
5	Prepare and record roleplay. <b>Assessment Part 1: Roleplay task Role</b>
6	Know and understand: <ul style="list-style-type: none"> <li>- Joining adjectives, colours</li> </ul> Culture – traditional patterns <b>Assessment Part 2 task distributed</b>
7	Know and understand: <ul style="list-style-type: none"> <li>- Because grammar</li> </ul> Culture – Indigenous ad other culture's patterns
8	Design a pattern for a Yukata. Write a bilingual explanation for design. <b>Assessment Part 2 due: Yukata design</b>
9	Create a nengajou Play New Year games

**8 Mathematics Term 2 2023**  
*Mrs King, Mrs Walker, Ms. Wright, Ms. Langley*

Week	Tuesday P1, Wednesday P2, Thursday P7, Friday P2
1	<p><b><u>TOPIC: Measurement (Ch. 4)</u></b></p> <p>Convert units of length (Ex 4A) Review: Calculate perimeter of basic shapes (Ex 4A) Calculate the circumference (Ex 4B)</p>
2 <small>(no Tues lesson – ANZAC day)</small>	<p>Convert units of area (Ex 4C) Identify and calculate the area of special quadrilaterals (Ex 4D) Area of a circle (Ex 4F)</p>
3	<p><b><i>Assignment Task Handed Out (measurement) - Tuesday 2<sup>nd</sup> May (1 lesson to go through)</i></b></p> <p>Solve problems involving area and perimeter (Ex 4C) Calculate and justify areas of composite shapes (Ex 4F)</p> <p><i>Assignment work - 1 lesson of class time</i></p>
4	<p>Calculate volume of prisms, including cylinders (Ex 4H &amp; 4L)</p> <p><b><u>TOPIC: Ratio (Ch. 6)</u></b></p> <p>Identify and solve problems involving simple ratios (Ex 6A)</p> <p><i>Assignment work - 1 lesson of class time</i></p>
5	<p>Simplify ratios (Ex 6B) Determine amounts by dividing in a given ratio (Ex 6C)</p> <p><i>Assignment work - 1 lesson of class time</i></p>
6	<p>Apply ratios, rates and the unitary method (Ex 6E &amp; 6F) Determine speed (Ex 6H)</p> <p><i>Assignment work - 1 lesson of class time</i></p> <p><b><i>Assignment Due (measurement) - Friday 26<sup>th</sup> May</i></b></p>
7	<p>Revision (Measurement &amp; Ratio)</p>
8	<p><b><i>EXAMINATION (Measurement &amp; Ratio) - Tuesday 6<sup>th</sup>: UF paper</i></b> <b><i>- Wednesday 7<sup>th</sup>: PSR paper</i></b></p> <p><b><u>TOPIC: Line Graphs (Ch. 9)</u></b></p> <p>Interpret and create line graphs (booklet) Identify points on a Cartesian plane (booklet)</p>
9 <small>(no Thurs or Fri lessons)</small>	<p>Use tables to sketch relationships (booklet) Apply linear relationships to determine the gradient (Ex 9D) Create an equation to explain a relationship (Ex 9E)</p>

## 8 Religious Education - Term 2 2023

Mrs McCaul Mrs Kruger Mrs Greinke

Week	Lessons
1	<p>Understand the concept of the earth being a creation (brainstorm, title page, bible activities) Observe the world around you Consider and identify your favourite place in nature (beach, night, bush, garden etc) and why you like it. Discuss opinions and share stories. Reflect on something you have created, how you felt about what you had created and how you would feel if it was damaged. Explore scientific theory behind creation and 'scientific truths vs religious truths.' Discuss assessment – Research Assignment</p>
2	<p>Explore creation stories from around the world. Analyse and compare the different creation stories of different cultures and religions. Discuss Hebrew world view at time of creation using diagram of Ancient Hebrews interpretations of the world. Examine and identify the key messages of the two Genesis creation stories. (This could be done through role play, Super book)</p>
3	<p>Reflect on Psalms related to creation and match description to Bible reference. Create a poster to illustrate the depiction of creation reflected in the psalm.</p>
4	<p>Explore stewardship. Define and discuss stewardship. Reflect on how students can show environmental stewardship in their daily lives/St Ursula's Examine the Laudato Si and identify role models in stewardship</p>
5	<p>Explore the Lorax. (reading) Complete Formative Task on the Lorax. <b>Assignment allocated.</b> Read through task, create job list, look at scaffold and example. Choose organisation to research and begin research (create a brainstorm, images etc)  <b>Check point #1-</b> appropriate organisation has been chosen; research questions evident. Explicit teaching of Microsoft Swap Application.</p>
6	<p>Review research findings and create draft  <b>Checkpoint #2</b> – evaluation paragraph – review teacher feedback and edit.</p>
7	<p><b>Checkpoint #3</b> – Evidence of multimodal elements in planning stages.</p>
8	<p><b>Assignment due first lesson of week. Multimodal uploaded to TEAMS.</b>  View 'The Lorax' and undertake comprehension activities</p>
9	<p>Reflection activities and feedback on Unit</p>

## Year 8 Science - Term 2 2023

Ms Wright, Ms. McCaul, Ms. Hernández, Ms Willing

Week	
1	<p><u>Energy</u> Understand that there are different forms of energy Recall the different forms of energy</p> <p><u>Heat Transfer</u> Contrast heat and temperature</p>
2 (No Tues lessons - ANZAC day)	<p>Explain heat transfer using the particle model Recall the 3 methods of heat transfer Describe heat transfer in a solid, liquid &amp; gas</p>
3 (No Mon lessons - Labour Day)	<p><u>Kinetic &amp; Gravitational Potential Energy</u> Calculate conversions between joules, kilojoules and megajoules Understand the relationship between kinetic energy and gravitational potential energy Explore how the different types of energy can be transferred</p>
4	<p><u>Energy Transfers &amp; Transformations</u> Understand that energy can be transferred from one object to another, and transformed from one form into another</p>
5	<p><u>Energy Efficiency</u> Explain that there is useful and wasted energy Calculate the energy efficiency of machines using the 'energy efficiency formula'</p> <p><b>Diagnostic Test</b></p>
6	<p><b><u>Student Experiment - Bouncing Balls</u></b></p> <ul style="list-style-type: none"> <li>- Experiment to collect data in a group</li> <li>- Process data</li> </ul>
7	<ul style="list-style-type: none"> <li>- Interpret and analyse data</li> </ul>
8	<ul style="list-style-type: none"> <li>- Evaluate the experimental process</li> </ul> <p><b>Student experiment due Friday</b></p>
9 (No Mon, Thurs, Fri lessons)	<p>STEM practicals &amp; activities</p>

# Year 8 Social Science:

## Shogunate Japan- Term 2 2023

Week	Concepts covered, student tasks
<u>Week 1</u>	<p>Establish a key vocabulary for the unit.</p> <p>Explore the geography as it impacts on Japanese culture.</p> <p>Gain an overall understanding of the Shogunate Period.</p> <p>Sequence events and developments within a chronological framework, with explanations of the Shogunate period.</p>
<u>Week 2</u>	<p>Understand the basic nature of Samurai and Bushido.</p> <p>View snippets of <i>The Last Samurai</i> to explain Seppuku and Bushido.</p> <p>Explore 'The way of the samurai'-Primary source- respond to questions.</p> <p>Create Samurai masks and helmets.</p> <p>Understand the influence of Oda Nobunaga on the unification of Japan- <i>SQ4R</i></p>
<u>Week 3</u>	<p>Understand the influence of Toyotomi Hideyoshi on the unification of Japan- <i>Graphic organiser</i></p> <p>Understand the influence of Tokugawa Ieyasu on the unification of Japan- <i>3LG</i>.</p> <p>Understand Tokugawa Ieyasu's interpretation of the social order- Analyse and respond to questions</p> <p>Explain the significance of Tokugawa Ieyasu- <i>Type #3 writing</i></p>
<u>Week 4</u>	<p>Examine the origin and purpose of a primary source or evidence- <i>Source Analysis</i></p> <p>Understand Japanese attitudes towards outsiders during the Tokugawa era.</p> <p><i>Source Analysis</i></p>
<u>Week 5</u>	<p>Understand the influence of Matthew Perry on the opening-up of Japan.</p> <p>Background information</p> <p>Analyse images</p> <p>Assessment: Formative Task</p>
<u>Week 6</u>	<p>Understand perspectives about Matthew Perry- analyse and compare sources.</p> <p>Understand how to describe and explain differences in interpretation of sources -</p> <p>Analyse and compare paragraph response.</p> <p>Understand how to infer information from a source.</p>
<u>Week 7</u>	<p>Reflect on and revise skills and knowledge in preparation for assessment.</p> <p><i>Type # 3 writing</i></p> <p>Practice paragraph writing for assessment</p> <p>Assess progress in skills of source interpretation and analysis.</p> <p>Assess progress in communication of source interpretation and analysis.</p>
<u>Week 8</u>	<p><b>Assessment:</b> Summative Short-Response Examination (First Social Science lesson of the week.)</p> <p>Term 2 Reflection</p> <p>Extension activities</p>
<u>Week 9</u>	<p>Extension activities- Japanese cultural day</p>

## 8 Visual Art- Term 2, 2023

### Ms Blackwood

Week	Day /Lesson sequence
1	<p>Explore the Visual Element of Texture using drawn and real-world examples.</p> <p>Understand and describe REAL and VISUAL textures and how different textures can communicate meaning.</p> <p>Making Activity – collect and display a variety of experimental ‘frottage’ rubbings from REAL textures found in and around the Art House.</p>
2	<p>Explore the Visual Element of Texture using drawn and real-world examples.</p> <p>Understand and describe REAL and VISUAL textures and how different textures can communicate meaning.</p> <p>Making Activity – collect and display a variety of experimental VISUAL textures from magazines.</p>
3	<p>Research a variety of masks from different cultures and used for various functions.</p> <p>Create a photoboard of 10 mask images that interest you.</p> <p>Respond to the communication of meaning through visual elements in selected masks.</p>
4	<p>Research and Respond to Clay and Ceramics techniques including:</p> <ul style="list-style-type: none"> <li>- properties and drying stages of clay</li> <li>- hand-building techniques</li> <li>- clay tools</li> <li>- clay decoration</li> </ul>
5	<p>Making Task – Resolved Mask: Use the Visual Elements of Line, Shape and Colour and Texture to create a mask that communicates meaning for a particular function.</p> <p>Use the Designing Mask Worksheet to gather your thoughts and ideas that will help you create a mask that communicates your ideas.</p> <p>Draw a front and side profile of your initial mask design.</p>
6	<p>Making Task – Resolved Mask: Use the Visual Elements of Line, Shape and Colour and Texture to create a mask that communicates meaning for a particular function.</p> <p>Construct Mask by rolling the slab and creating the mound base.</p> <p>Add facial features using sculpting, voiding and incising techniques.</p> <p>Drying and firing of masks.</p>
7	<p>Making Task – Resolved Mask: Use the Visual Elements of Line, Shape and Colour and Texture to create a mask that communicates meaning for a particular function.</p> <p>Resolve Mask by adding oxides, underglazes and additional decoration.</p>
8	<p>Making Task – Resolved Mask: Use the Visual Elements of Line, Shape and Colour and Texture to create a mask that communicates meaning for a particular function.</p> <p>Reflect on communication of meaning in Mask and how your artwork could be displayed to enhance intended meaning.</p> <p>Final Resolved Mask, Reflection and Journal due – Wednesday 7 June.</p>
9	<p>Use the Visual Elements of Line, Shape, Colour and Texture to create an artwork of choice.</p>