PROGRAM OF STUDIES

YEAR 8 2017

“Sharing Knowledge, Creating Our Future”
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OUR VISION, PURPOSE & VALUES

SCHOOL VISION

To develop Clever, Skilled and Creative Spinifex Graduates

SCHOOL PURPOSE

Our curriculum and training programs support the academic, physical and social development of

STUDENTS

to achieve

QUALITY PERSONAL OUTCOMES

through

MULTIPLE PATHWAYS

SCHOOL VALUES

✓ Respect
✓ Productive Relationships
✓ Excellence
✓ Co-operation
✓ Accountability
Frequently Asked Questions

What subjects will my child study?
- English
- Maths
- Science
- History & Geography
- Health & Physical Education
- Home Economics (1 Semester)
- Manual Arts (1 Semester)
- Information Technology Communications (Integrated into Core Subjects)
- Visual Art (1 Term)
- Performing Arts – Drama (1 Term)
- Music (1 Term)
- Media (1 Term)
- LOTE/Reading Program

What do we aim to achieve in Year 8?
Classes will focus on the continued development of literacy, numeracy and technology skills.

The Year 8 curriculum is designed to assist all students become lifelong learners. All key learning areas contain common elements within their curriculum addressing the valued attributes of a lifelong learner.

A lifelong learner is:
- a knowledgeable person with deep understanding;
- a complex thinker;
- a creative person;
- an active investigator;
- an effective communicator;
- a participant in an interdependent world;
- a reflective and self-directed learner

How is the Year 8 curriculum designed?
We aim to make links across the curriculum so that learning is optimised, assessment streamlined and tasks are more authentic.

How much homework is my child expected to complete?
Homework will vary, according to student needs. However students should complete 1 hour a night. We recommend that students do not do more than an hour and in the event your child has spent a solid hour working, please ask them to stop and write a note to the teacher. However, if students do not provide a note and have not finished homework they will be choosing consequences set by the teacher. If you are concerned that your child may not be completing required work you may check their school diary or contact the teacher.

Who will teach my child?
The students will have one or two core teachers who will teach English, Maths, Science and History & Geography. These teachers will play an important role in the pastoral care of your child.

How are the students grouped?
We will survey the students and their primary school to identify students’ needs, interests and abilities. We will cluster students with similar interests so that curriculum can be enhanced and learning maximised.

How do I contact my child’s teachers or the administration?
Please call the office on 4740 1111 or send an email to: hocjunior@spinifexsc.qld.edu.au
HELPFUL STUDY TIPS FOR STUDENTS

Time - Routine Is Essential
It is extremely important to have REGULAR work time and keep to it. Late afternoon and early evenings are particularly useful times.

Variety
Do not spend too long on any one subject or any one type of activity.

Concentration
Do keep your mind on what you are doing. Avoid daydreaming. Continually assess yourself while you are studying. Question yourself on what you have just read before going on to the next page.

Activity
You have to be active to learn effectively. Writing and questioning yourself helps you learn. Practice the writing of key ideas and facts from memory.

Summaries
These are essential. Set out the summaries in diagrammatic form with plenty of space and a minimum of words. Do not write sentences when two words will do. Revision of summaries at regular intervals will save you having to re-study the topics in detail. Do not put summaries on scraps of paper, write them systematically in a note book.

Organisation
Careful planning of your study timetable is very important. Equally is the need to record carefully, in your study book, the work to be done.

Understanding
Information is only of use insofar as it assists understanding. "Parrot fashion" learning has a place and can be used effectively in coping with other problems. If, after carefully reading and thinking about a section of work you do not understand it, you should ask for assistance.

Revision
Forgetting occurs fairly quickly after learning. Therefore, it is important to revise a new piece of work within twenty-four hours. When revising previous work, check at the beginning of a session that you know what you revised in the previous section. If necessary re-learn and retest that work before going on. Well prepared summaries can be of great assistance in revision.

Particular Key Learning Areas / Subjects
Your teacher will help you to develop these skills and others necessary to master their learning areas / subjects. Do ask for their assistance, but remember it will also require a determined effort on your side.
ENGLISH

English is our means of communication, consequently it is the foundation of everything we say, write, listen to, view or read. Exposure to a wide variety of spoken, written and visual material from both literary and non-literary genres fosters strong and critical readers and writers. A good grounding in English is important in all careers.

HOW IS ENGLISH STUDIED?

The course is divided into a number of units. These serve as a base for reading, writing and speaking. Skills such as spelling, vocabulary development, grammar, punctuation, etc. are integral to each unit.

Students will be exposed to a variety of genres and modes, including whole texts and excerpts from:

- magazines, newspapers, television news media,
- online news media, documentaries, Aboriginal and Torres Strait Islander focused literary texts,
- novels, plays and e-literature

COURSE OF STUDY

Some units may vary between semesters to maximise resources.

SEASON ONE

MEDIA REPRESENTATIONS

- Comparing the ways teen issues are represented in a novel and news media texts

CHANGING PERSPECTIVES

- Reading and interpreting literary texts about and from Aboriginal and Torres Strait Islander histories and cultures
- Creating imaginative responses to literary texts about and from Aboriginal and Torres Strait Islander histories and cultures

SEASON TWO

SCRIPT INTERPRETATION

Television Series – ‘Noah & Saskia’

- Responding to a moral or ethical question within a play that is either justifiable or not

ILLUSTRATED SHORT STORIES

'Rikki Tikki Tavi' by Rudyard Kipling

- Students create their own illustrated short stories to engage an audience

E-LITERATURE

- Reading and examining e-literature

MODES OF ASSESSMENT

Written pieces of extended length, 200 – 400 words minimum.
Oral presentations of 2 – 3 minutes duration.

Some pieces may vary according to the nature of the item. SPEAKING and LISTENING skills are incorporated into all of the lessons. Specific listening and speaking programs depend on needs.

Examples of the types of assessment undertaken in Year 8 English include: reading comprehension, comparative analytical essay writing, multimodal responses and persuasive spoken presentations.

EXTRA EQUIPMENT/COSTS PAYABLE BY STUDENT

- Normal Student Resource Scheme charges apply.
- Students not belonging to the Student Resource Scheme will need to purchase one novel as indicated by the teacher.

Selection of some of the outcomes students will achieve:

- Use of appropriate sentence structures, vocabulary and punctuation.
- Experiments with a range and variety of language experiences.
- Editing and proofreading work to produce coherent work.
- Extracting information from a range of text and pictures.
- Interpreting factual information, and selecting and recording essential information.
- Developing a varied vocabulary/word bank.
- Use of visual strategies.
- Use of language to predict and recall.
- Use of tone, volume, pace, intonation patterns and gestures to enhance meaning.
WHAT IS JUNIOR MATHEMATICS?

Junior Mathematics is concerned with developing the basic knowledge of Mathematics required to undertake life skills. Students will start to develop an ability to solve problems, process information and communicate using symbols.

At Spinifex State College, we are able to place your child into a class which is suited to their learning needs. This is through diagnostic testing, case management and teacher recommendations.

In Mathematics, students will follow the course of study guided by the National Curriculum.

For students who have demonstrated their ability and interest in Mathematics, they will go beyond the normal curriculum and offer an opportunity to explore a comprehensive range of topics within their units.

DEADLY MATHS

Spinifex State College now offers an alternate Mathematics Program for students who have struggled with Mathematics in previous years.

This program has been designed by Queensland University of Technology to speed up the development of Mathematical skills of students who have previously missed out.

It also focuses on challenging attendance and behaviour, encouraging pride and self-belief, instilling high expectations, and building local community leadership and involvement.

Note; Deadly Maths is a modified program. Generally, students are working at approximately one or two years levels below their enrolled year level.

COURSE OF STUDY: Mathematics

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> This unit builds upon students’ understanding of integers, fractions, decimals, percentage and money.</td>
<td><strong>Unit 5:</strong> This unit builds upon students’ understanding of rational numbers, variables, three-dimensional objects, volume and area.</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> This unit builds upon students’ understanding of fractions, decimals, percentage, money and probability.</td>
<td><strong>Unit 6:</strong> This unit builds upon students’ understanding of rational numbers, variables, three-dimensional objects, volume, area and transformations.</td>
</tr>
<tr>
<td><strong>Unit 3:</strong> This unit builds upon students’ understanding of rational numbers, time and rates and ratio.</td>
<td><strong>Unit 7:</strong> This unit builds upon students’ understanding of statistics.</td>
</tr>
<tr>
<td><strong>Unit 4:</strong> This unit builds upon students’ understanding of rational numbers and two-dimensional shapes.</td>
<td><strong>Unit 8:</strong> This unit builds upon students’ understanding of simple algebraic manipulation and linear graphs.</td>
</tr>
</tbody>
</table>

ASSESSMENT

Each term students will be assessed through the use of formal tests and assignments, which cover the problem solving strategies needed to be successful in mathematics.

Assessment will be rated over four criteria – Understanding, Fluency, Problem Solving and Reasoning.

EXTRA EQUIPMENT/COSTS PAYABLE BY STUDENT

As well as blue/black pen, ruler, rubber, sharpener, pencil (HB or 2B), it is recommended that students also have a compass and protractor. A scientific calculator is essential. The recommended model is the CASIO FX 82 plus.
Science is a fascinating subject and it helps us to better understand the world we live in and the way things work.

Science builds on what you know and relate to, so it is very important to learn as much as you can, as soon as you can. You need to learn a great deal of Science in Years 8, 9 and 10 if you are going to consider its study in Years 11, 12 and tertiary.

Students in Year 8 have 3 science lessons per week. Usually at least one of these lessons will involve practical science activities. Students learn how to use scientific equipment accurately and safely to perform fair experiments. The remaining lessons are theory based, giving students the background to their practical activities.

### COURSE OF STUDY

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Particles matter</strong></td>
<td><strong>Unit 5: Energy for my lifestyle</strong></td>
</tr>
<tr>
<td>In this unit, students explore matter at a particle level. They examine how scientific knowledge changes as new evidence becomes available. Students are introduced to the Periodic Table.</td>
<td><strong>Part A</strong></td>
</tr>
<tr>
<td><strong>Unit 2: Chemistry of common substances</strong></td>
<td><strong>Part B</strong></td>
</tr>
<tr>
<td>In this unit, students distinguish between chemical and physical changes. They investigate the properties of common substances.</td>
<td>In this unit, students apply knowledge from the previous unit to examine energy transfers and transformations.</td>
</tr>
<tr>
<td><strong>Unit 3: Rock never dies</strong></td>
<td><strong>Unit 7: Building blocks of life</strong></td>
</tr>
<tr>
<td>In this unit, students investigate the dynamic nature of the rock cycle and a variety of rocks and minerals.</td>
<td>In this unit, students identify cells as the basic units of living things, and recognize their specialized structures and functions.</td>
</tr>
<tr>
<td><strong>Unit 4: Rocks in my world</strong></td>
<td><strong>Unit 8: Reproduction</strong></td>
</tr>
<tr>
<td>In this unit, students consider the occurrence and uses of rocks and minerals in the locality.</td>
<td>In this unit, students research organ systems that allow multi-cellular organisms to survive and reproduce.</td>
</tr>
</tbody>
</table>

### ASSESSMENT

Each Term students will be assessed through the use of written exams, assignments, practical reports and practical exams.

Assessment will be used to examine understanding, science as a human endeavour and science inquiry skills.

### EXTRA EQUIPMENT/COSTS PAYABLE BY THE STUDENT

- Normal Student Resource Scheme charges apply.
**HISTORY & GEOGRAPHY**

Year 8 students will be completing ONE semester of HISTORY.

Students will work towards achieving the particular outcomes in each unit, according to ACARA’s interrelated history strands:

- Historical Knowledge and Understanding
- Historical Skills

**MODES OF ASSESSMENT**

Students will continue to be assessed in 3 History based assessment types. These 3 assessment types include:

- Research based assignment
- Response to Historical Stimulus Exam
- Short Response Content Exam

Study of this subject in Year 8 will prepare students for History in Year 9.

The study of History provides students with the skills of research and critical thinking necessary across all curriculum levels as they prepare for their senior years of schooling.

**COURSE OF STUDY**

*ACARA topics may be subject to change

**SEMESTER ONE**

**RENAISSANCE**

*Which significant individuals and ideas from the Renaissance have influenced the world?*

The following content is taught as part of an overview for the historical period: the emergence of ideas about the world and the place of people in it by the end of the period.

**ANGKOR/KHMER EMPIRE**

*Why and how did the great Khmer Empire rise and fall?*

The Angkor/Khmer Empire was one of the most powerful empires in South-East Asia. It lasted for 600 years, from 802 AD (CE) to 1431 AD (CE). At its height, the Angkor/Khmer Empire spanned much of modern-day Cambodia, Laos and Thailand, and extended into Vietnam and Myanmar.

**THE BLACK DEATH**

*Was the Black Death a turning point in history?*

This unit seeks to explore the origins, spread and effects of the Black Death on Europe primarily, and Asia and Africa secondarily. The Black Death is an important study as its impact was widespread and long felt.

Year 8 students will be completing ONE semester of GEOGRAPHY.

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills.

**Key Inquiry questions**

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments, affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

**MODES OF ASSESSMENT**

- Short answer exam
- Response to stimulus exam
- Research based assignment

**COURSE OF STUDY**

*ACARA topics may be subject to change

**SEMESTER TWO**

**LANDFORMS AND LANDSCAPES**

*Landforms and landscapes* focuses on investigatinggeomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

**Changing nations** investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive.
All Students in Year 8 take part in two 70 minute lessons of Health and Physical Education per week, a theoretical and practical lesson. In theoretical lessons students study the issues surrounding the dynamic nature of personal and community health in our society. In Practical classes students have the opportunity to develop communication, teamwork and leadership skills while also experiencing the benefits of a healthy and active lifestyle.

**COURSE OF STUDY**

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<tr>
<th>Term 1</th>
<th>Theoretical Units</th>
<th>Core Practical</th>
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<td>Term 2</td>
<td>Food for Life</td>
<td>European Handball</td>
</tr>
<tr>
<td>Term 2</td>
<td>My Decisions, My Life</td>
<td>Modified Games</td>
</tr>
<tr>
<td>Term 3</td>
<td>My Adolescent Relationships</td>
<td>Touch Football</td>
</tr>
<tr>
<td>Term 4</td>
<td>Cultural Understandings</td>
<td>Swimming</td>
</tr>
</tbody>
</table>

**MODE OF ASSESSMENT**

Students are given many different opportunities within class to demonstrate important learning outcomes. Assessment is therefore continuous throughout each unit and completed through written, oral and practical tasks. **Please note Students overall grade is 50% Theoretical and 50% Practical.**

**EXTRA EQUIPMENT/COSTS PAYABLE BY STUDENTS**

Students participating in Core HPE will be charged a $25 levy to cover the costs of facility hire in this course. This cost are not covered by the Student Resource Scheme.

**PARTICIPATION**

ALL STUDENTS are required to participate in practical lessons unless a note has been provided from home with a genuine reason for exemption. Students are required to wear a HAT/CAP for all practical lessons as part of the School Sun Safe Policy. Students will also be performing a variety of movements on different surfaces throughout the year, as such, for safety appropriate shoes must also be worn at all times.
**LOTE - JAPANESE**

The study of a language broadens horizons and allows students to participate more effectively in a rapidly changing world. A wide range of vocational opportunities exist for people who are able to communicate in Japanese and understand the culture and customs of Japanese people.

In Year 8 students will study Japanese two lessons a week for a semester, unless participating in the Reading Skills program.

The Year 8 Japanese LOTE course is designed to develop students’ communication skills through the macros of listening, speaking, reading and writing. It is through these macros that students will be assessed. The study of this subject is also designed to help broaden students’ understanding of and sensitivity to other languages and cultures.

**COURSE OF STUDY**

**CHARACTERS**

- Characters
- Hiragana & Katakana
- Kanji & Romaji
- Japanese Alphabet
- Chon chons & Marus
- Blending letters

**NUMBERS & INTRODUCTIONS**

- Numbers
- Basic greetings & classroom expressions
- Introducing yourself – Name, age, dates, birthdays
- Talking about family – pets, brothers and sisters, Nationality and place of origin

**EXTRA EQUIPMENT/COSTS PAYABLE BY STUDENTS**

- Consumable equipment such as exercise books, pens etc.

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**READING SKILLS**

Reading Skills is a program that will be offered two lessons a week to students. This program is highly individualised to the needs of the students involved.

Reading is fundamental in today’s society because words – spoken and written – are the building blocks of life. Reading is a vital skill necessary to find a job, to communicate effectively with those around you, to discover and learn new things and to develop your imagination and a good self-image.

There is an old saying, ‘the pen is mightier than the sword’ – ideas that have been written down have changed the destiny of men and nations for better or worse. The flow of ideas cannot be stopped. We need to read and research to build on the good ideas and expose the bad ideas before they bring destruction. Only by reading can we be armed in this never-ending, life and death struggle.

This course of study aims to help students develop the skills necessary to become better readers and analysers of language.

Skills that may be focussed on include:

- Phonics
- Text deconstruction and comprehension
- Making inferences and judgments
- Guided/Sharing/Independent reading techniques
- Vocabulary development
Technology Key Learning Area reflects the dynamic and innovative nature of technology. It recognises the effects and impacts technology has on people and places in contemporary Australian society.

Learning in the Technology KLA involves students initiating, designing, creating and using a range of technologies. It caters in tangible ways to students' natural desire to build, create and contribute to the world around them. Students use technological knowledge and practices in decision making, risk taking and the realisations of potential possibilities, ideas and products.

**COURSE OF STUDY**

<table>
<thead>
<tr>
<th>INDUSTRIAL TECHNOLOGIES</th>
<th>TEXTILES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal Safety</td>
<td>• Sewing Machine Skills</td>
</tr>
<tr>
<td>• Workshop Safety</td>
<td>• Pattern use and design</td>
</tr>
<tr>
<td>• Tools and Construction Processes</td>
<td>• Embellishments</td>
</tr>
<tr>
<td>• Design, Construct and Evaluate</td>
<td>• Design Article</td>
</tr>
<tr>
<td>• Basic Sketching</td>
<td>FOOD TECHNOLOGY</td>
</tr>
<tr>
<td>• Basic Industrial Drawing Standards</td>
<td>• Kitchen Safety &amp; Hygiene</td>
</tr>
<tr>
<td>• Introduction to Computer Aided Drawing</td>
<td>• Food Preparation and Cookery Techniques</td>
</tr>
<tr>
<td></td>
<td>• Utensils identification and use</td>
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<tr>
<td></td>
<td>• Recipes and specialised language</td>
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</tbody>
</table>

**MODES OF ASSESSMENT**

• Folio work/notebooks
• Prac-work Assessment/formal tests
• Design Brief (Textiles)
• Practical and Theory Examinations (Food Technology)
• Exams (Industrial Technologies)
• Folio of work (Industrial Technologies)
• Practical project Assessment

**EXTRA EQUIPMENT/COSTS PAYABLE BY THE STUDENT**

Students will be charged a fee to cover costs of materials for this course. The Student Resource Scheme does not cover material costs and equipment.

Manual Arts: For safety reasons, students require non-permeable shoes for workshop practices for protection against dust, solvents, adhesives, etc. Costs include, but are not limited to, timber and metal for projects, consumables i.e. sandpaper, steel wool, nails etc.

Home Economics:
- Textiles (1 Term) – (costs include, but are not limited to); fabric, thread, needles, zippers, interfacings etc, resource sheets
- Food Technology (1 Term) – (costs include, but are not limited to) cookery and resources 10 weeks – approximately 5 savoury and 4 sweet dishes, storage containers, consumables, weekly recipes etc

- $25.00 Industrial Technologies
- $55.00 Home Economics

**Industrial Technologies: Extension Activities**, may include using Acrylic & Sheet Metal.
The Arts Key Learning Area is studied through four, term units in year eight. These units each focus on one strand of the arts: performing arts, music, media and visual art. Students will explore experience and understand our world through:

- An exposure to visual language and the skills to interpret it.
- Building self-confidence and interpersonal skills and self-discipline.
- Practical skills in performance, listening, creating/composing and viewing.

**COURSE OF STUDY**

<table>
<thead>
<tr>
<th>MUSIC</th>
<th>MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The elements of music</td>
<td>• Design, make and appraise</td>
</tr>
<tr>
<td>• Reading and writing music</td>
<td>• Digital Media</td>
</tr>
<tr>
<td>• Using singing as the basis for musical learning</td>
<td>• Digital Photography</td>
</tr>
<tr>
<td>• Ukulele performance</td>
<td>• Animation programs</td>
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<tr>
<th>VISUAL ART</th>
<th>DRAMA</th>
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<tbody>
<tr>
<td>The exploration of the five elements of design through experimental drawing techniques:</td>
<td>Students will engage in workshops designed to build their knowledge and understanding of:</td>
</tr>
<tr>
<td>• Line</td>
<td>• The Elements of Drama</td>
</tr>
<tr>
<td>• Shape</td>
<td>• Basic stagecraft skills</td>
</tr>
<tr>
<td>• Colour</td>
<td></td>
</tr>
<tr>
<td>• Tone</td>
<td></td>
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<tr>
<td>• Texture</td>
<td>As a class, they will study a play and work together in small groups to present a polished performance, using all of the ingredients needed to create effective theatre.</td>
</tr>
<tr>
<td>Students design a character and use this figure to create a hero story, using mediums of photography and sculpture.</td>
<td></td>
</tr>
</tbody>
</table>

**MODES OF ASSESSMENT**

- Visual Journal
- Performance
- Assignments
- Exams

**EXTRA EQUIPMENT/COSTS PAYABLE BY THE STUDENT**

Students will need to supply pencils (coloured and graphite), felt pens, pens, glue, rulers, scissors, erasers, music book, and exercise books.

A $5 fee for consumables is required and a USB stick (at least 1 GB) is highly recommended for Media.

A $20 fee for a visual journal is required for Visual Art.