



GREATER
SHEPPARTON
SECONDARY
COLLEGE

YEAR

8

SUBJECT SELECTION GUIDE

2021



GREATER
SHEPPARTON
SECONDARY
COLLEGE

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YEAR 8 SUBJECT OVERVIEW

SUBJECT	SESSIONS	WHAT
English Or EAL English + Extension	4	<ul style="list-style-type: none"> • Writing – write for a variety of purposes and audiences • Reading – Read a variety of texts • Speaking and Listening • Cross Curricula Capabilities
Maths + Extension	4	<ul style="list-style-type: none"> • Numeracy Notebook • Problem-solving • Blocked for extension and support
Humanities	2	
Science	2	
LOTE	2	
PE	2	
Arts	2	This will have a two-yearly rotation of the Art/Tech subjects in semester blocks
Technology	2	This will have a two-yearly rotation of the Art/Tech subjects in semester blocks
Learning Mentor	2	

NOTE: Session Length: 70 minutes



ENGLISH

Description of 21st Century Skills:

In Year 8 English you will continue to improve and strengthen your literacy skills in a range of areas, with a focus on developing your thinking skills through your readers and writers' notebooks. You will work closely with classmates by working in book clubs, developing your leadership and social and cultural skills through your discussions. You will use a range of ICT skills to communicate and show your abilities in completing a range of learning tasks across the year.

Description of the Learning:

Year 8 English focuses on developing your skills in reading, writing and speaking & listening through your participation in the readers and writers workshop program. You will respond to a range of texts, many of your own choice, in your own readers' notebook. You will learn and improve your skills using reading and writing strategies which will be demonstrated by the teacher. You will then have the opportunity to practise and develop these skills and responses in your notebooks and in formal pieces of writing. You will study texts such as poetry, short stories, non-fiction texts, films and novels.

Description of the Assessment:

Regular formative assessment will take place in the form of entries in the reading and writing notebooks, student/teacher conferences, peer discussions and personal reflections. Summative assessments will also take place at regular intervals throughout the year, such as creative and narrative responses, persuasive texts, personal responses to texts, informative writing pieces, formal and informal spoken texts such as speeches, formal essays. You will be expected to draft and edit your work, making choices about audience, voice, purpose and other literary devices in order to achieve your goals. The formal presentation of some pieces will be expected, whereas others may be presented more informally in order to demonstrate development in thinking and understanding.

Contact Person: Sarah Pollard



EAL (English as an Additional Language)

Description of 21st Century Skills:

This subject has been designed to build students communication skills with student choice being integrated into learning and assessment tasks. Through collaboration with others, students will build their social and cultural awareness between their own, others and Australian culture.

Description of the Learning:

EAL focuses on developing and building the English language skills that are required for effective communication and for successful interaction within school and in the wider community. It supports students to integrate their knowledge of multiple languages to enrich their learning across all subject areas. Students will undertake focused learning in three key areas:

- Reading and Viewing
- Writing
- Speaking and Listening

Description of the Assessment:

Within this subject students will participate in a wide range of assessment activities connected to the areas of study. These activities will include a mix of verbal assessments such as speeches, presentations and participation in group activities. Along with a mix of written assessments such as text analyses, persuasive pieces and narrative writing.

Contact Person: Megan Dixon

SCIENCE

Description of 21st Century Skills:

This unit is designed for students to develop their curiosity and initiative through an inquiry-based approach to learning. Using the Scientific Method, students are encouraged to think critically and creatively to solve problems, draw evidence-based conclusions and communicate their findings. They are supported to develop their scientific knowledge and understanding and acquire the skills needed to make informed decisions about local, national and global issues.

Description of the Learning:

Throughout this year students will develop their knowledge and understanding via a student-centred inquiry approach to scientific investigation.

Science knowledge and understanding will be developed in the following areas;

- **Biological Science:** Exploring the structure, function and specialisation of cells. With a focus of the digestive system which carries out specialised functions that enable multicellular organisms to survive and reproduce.
- **Chemical Science:** Using the particle model, students describe the differences between elements, compounds and mixtures. They investigate chemical change forming new substances.

- **Earth and Space Science:** Exploring the different types of rocks and how they are formed. They investigate renewable and non-renewable energy sources in a practical way, investigating different sources of electricity.
- **Physical Science:** Inquiry into the different forms of energy, how energy transfers and transformations can change in simple systems. Investigations will be conducted relating to heat, light and sound.

Description of the Assessment:

Students will undertake regular formative assessment to guide the teaching and learning process. Assessed tasks will include a variety of reports on practical tasks and investigations, topic tests and research tasks. Where appropriate, students will be provided with the freedom to choose between presentation formats.

Contact Person: Sarah Beattie





MATHEMATICS

Description of 21st Century Skills:

This subject has been designed to further develop students' skills in critical and creative thinking through a series of problem-solving scenarios, including real world situations. Students will be required to regularly collaborate with their peers to find solutions to different problems, communicate their ideas and explain their thinking, with the aid of technology when required.

Description of the Learning:

Mathematics in Year 8 focuses on learning a variety of topics from Number and Algebra, Measurement and Geometry and Statistics and Probability from the Victorian Curriculum. Students will extend their knowledge into the understanding of new concepts, moving from concrete through visual to abstract understanding. Students will be given a variety of tasks which focus on developing an understanding of the concept before being required to apply the new knowledge to a range of contexts, with a focus on worded problems and real-life applications. Students will continue to develop problem solving skills and perseverance through

undertaking tasks that provide them with an appropriate challenge. Students will develop their collaboration and communication skills using regular problem-based lessons, where they will work on a problem in a small group, before presenting their ideas to their teacher and peers. Students will also complete regular number fluency activities to help develop their number sense.

Description of the Assessment:

Each learning sequence will begin with a problem-based task to determine the students' prior knowledge. This will then determine which activities students will complete to ensure that each student is appropriately challenged. Assessment will be ongoing throughout each topic, which will also assist in highlighting their individual needs. Students will also complete problem-solving tasks and projects, where they will be able to connect and apply knowledge across different topics.

Contact Person: Tara Richardson

PHYSICAL AND HEALTH EDUCATION

Description of 21st Century Skills:

This course has been designed to develop the skills and knowledge of students to be physically active for life. Students will perform a variety of tasks that will develop leadership, collaboration and communication skills within team environments. Students will also explore the local environment to discover physical activity facilities that are available. The units will be designed throughout the year to develop the literacy of students.

Description of the Learning:

Students will develop the physical and social skills for participating in a variety of sports and games within their community. Students will engage in the following units for the Movement and Physical Activity component of this subject:

- Movement Analysis and Feedback
- Community Sports
- Inclusion in Sports (SEPEP)
- Active Recreation

Students will also engage in a number of Health topics throughout the year to provide them with the knowledge and understanding of the changes that occur to the body and mind, including the following:

- Nutrition
- People and Environment
- Identity and Belonging
- Adolescence and Change

Through these units, students will continue to gain the knowledge and strategies for dealing with the changes that occur in the developmental years ahead as well as how to maintain a healthy lifestyle in their community.

Description of the Assessment:

Forms of assessment will include:

- Movement Analysis
- Community Facilities and Access Audit
- Performing of Roles in a SEPEP (Sport Education for Physical Education Program) unit

Contact Person: Hadleigh Sirett





HUMANITIES

Description of 21st Century Skills:

In Humanities students will have the opportunity to actively engage in 21st century skills through learning activities that encourage critical thinking and problem-solving, social and cultural awareness. Students will actively participate in collaborative learning and be given opportunities to show initiative, be self-directed and develop the foundational literacy skills of ICT, financial, cultural and civic literacy.

Description of the Learning:

Year 8 Humanities is the study of History, Geography, Economics and Civics and Citizenship. Throughout the course of the year, students will cover each of these topics with specific investigations into the following:

- Vikings and the Middle Age
- The development of cities

- How what happens beneath our feet shapes our land
- What it means to be an Australian Citizen
- The world of work within the Australian economy

Description of the Assessment:

A variety of assessment strategies will be utilised that meet the learning needs of students. Examples may include research tasks, presentations, reports, analysis and written tasks.

Contact Person: Craig Parker

AUSLAN

Description of 21st Century Skills:

This subject is designed to build your social and cultural awareness, and encourage persistence and adaptability. Through regular 'Auslan only' experiences, you will have opportunities to communicate, problem solve and collaborate with each other, as well as apply culturally appropriate behaviours for both learning and assessment tasks. Learning tasks will regularly involve you using numeracy skills, literacy skills and ICT literacy skills.

Description of the Learning:

You will develop your capacity to communicate in Auslan (Australian Sign Language) through a series of tasks and interactive learning activities, for a number of different topics. You will continue to target many functional signs and topic signs as you interact with your signing peers, teachers, adults and Deaf people for meaningful discussions and collaborations. You will be encouraged to use appropriate Auslan communication skills (reading signs and producing signs) and apply your cultural understandings for interactions. An awareness of deafness, Deaf culture, and the connection between language and culture will be developed through incidental and targeted class learning, discussions and modelled behaviours.

Semester 1

Learning topics: Pastimes, weekend plans, weather and the world around us. (countries, sign languages, customs and cultural identity).

Text types: Exchanging information, (ask questions, make plans, compare, role-play, recount and describing.

Language: The sign structure - H.O.L.M.E, how to construct, organize information and ideas in different contexts, indicating verbs, depicting signs, constructed actions.

Cultural and Intercultural Awareness: Interview videos, YouTube stories, real life scenarios, reading and research tasks and when possible, live interactions and interviews with Deaf people in the target language.

Semester 2 – Auslan B

Learning topics: Transport and travel, Deaf technology, foods, money and ordering from a menu.

Text types: exchanging information, ask questions, make plans, translate and interpret stories and explain preferences.

Language: The sign structure, H.O.L.M.E, reconstruct and reorganize ideas and information for different situations, indicating verbs, depicting signs, constructed actions.

Cultural and Intercultural Awareness: Videos, YouTube stories, real life scenarios, reading and research tasks and when possible, live interactions and interviews with Deaf people in the target language.

Description of the Assessment:

You will complete mini-tasks and one assessment task for learning topics. All tasks support the assessment of communication skills in both directions: Expressive [producing signs] and Receptive [reading signs] as well as elements of cultural awareness.

At the start of each topic, you will set individual learning goals about your communication skills (both directions) and intercultural awareness. You can select from four different level descriptions, where you will aim to work best and challenge yourself in a positive way. Rubric feedback will allow you to see your achievements against your own learning goals.

Contact Person: Carla Stevens





JAPANESE

Description of 21st Century Skills:

You are encouraged to improve communication by speaking, listening, reading and writing in Japanese in this subject. You also have opportunities to acquire ICT Literacy with various digital resources used in class and collaborate with others to complete group activities. You will engage in social and cross-cultural interaction with students from Japan who visit us annually.

Description of the Learning:

Year 8 Japanese focuses on teaching Japanese language and culture:

- Language: Japanese scripts (Hiragana, Katakana and simple Kanji characters), basic Japanese vocabulary (nouns, verbs, adjectives), negative form and past tense (verbs and adjective) and simple expressions for a daily conversation (good at, bad at, when, where, let's).
- Culture: Festivals and celebrations in Japan, school, sports, bullet trains, after school activities, manga and anime.

The teaching materials are authentic and realistic so that you can enjoy learning Japanese in every class. You have a variety of learning tasks for speaking, listening, reading and writing, which help you to improve those skills. Tasks will be differentiated to meet the need of every student.

Description of the Assessment:

You will complete assessment tasks for the following content:

- Japanese scripts – writing, reading and recognition
- Basic Japanese vocabulary – writing, reading and recognition
- Simple expressions for a daily conversation – speaking (role-play) and listening
- Cultural awareness – cultural task (research and essay writing in English)

Contact Person: Carla Stevens

ITALIAN

Description of 21st Century Skills:

Develop your 21st skills by participating in engaging and fun educational activities that involve communication, collaboration, critical and creative thinking, intercultural understanding and ICT skills, all while you learn a second language, Italian. Having more than one language is essential in the 21st Century. People today increasingly talk with others across the globe for work, socialising, and as part of travel. Mother tongue speakers of English make up only 6% of the world's population. Why not put yourself at an advantage and become bilingual!

Description of the Learning:

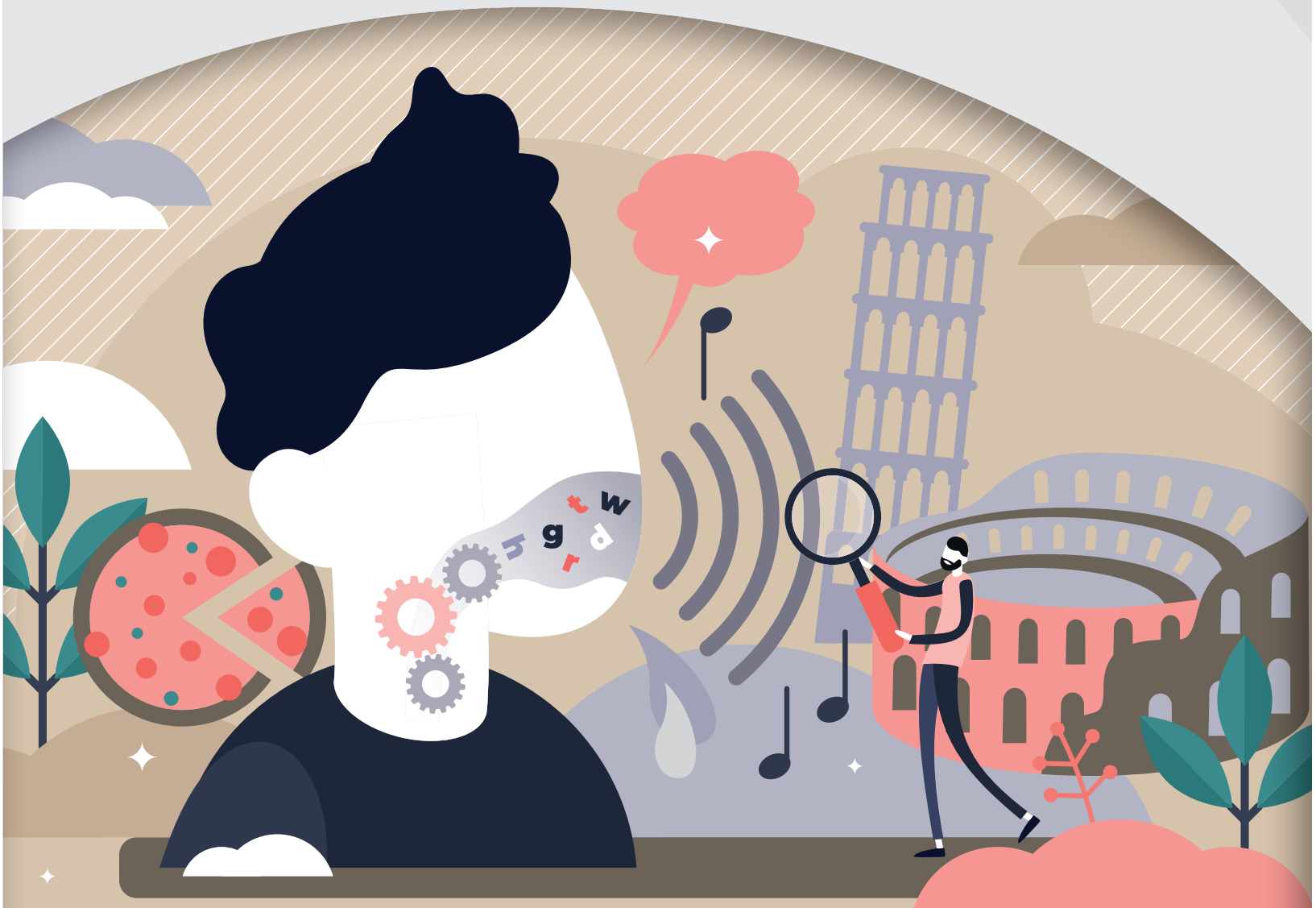
Throughout the course, you will follow the lives of young Italian students as presented in the course book "ECCO! Uno", and through them you will learn how to talk about animals, including your pet friends, as well as your hobbies and pastimes. You will also learn how to discuss your plans for the weekend, talk about nationalities, languages, and the weather.

This course also allows you to develop your intercultural understanding by learning explicitly about the Italian society and culture, and drawing comparisons with both your own and others.

Description of the Assessment:

Reflecting the Victorian Curriculum outcomes and standards, we develop and demonstrate our language, literacy, and intercultural skills and knowledge, through formative and summative assessments. We do so by engaging in group work, role-plays, enquiry-based tasks, authentic real-life projects, creative tasks, peer and self-assessment, tests, and multimodal presentations.

Contact Person: Carla Stevens





MEDIA ARTS

Description of 21st Century Skills:

This subject has been designed to encourage student curiosity and creativity as they explore and develop skills in photography, media and visual communications and design. Students will develop communication, collaboration and leadership skills when they work in small teams. They will utilise ICT literacy skills and deepen their social and cultural awareness as they explore, reflect and comment on a range of media issues and products.

Description of the Learning:

Media Arts focuses on teaching students about visual representations, storytelling and graphic elements and their importance in media products. Students will complete three major subject areas:

- Photography
- Media
- Visual Communications and Design

Students will develop transferable photographic skills that will enable them to capture images that represent ideas, tell stories and demonstrate an understanding of the fundamentals of good photographs. They will show their knowledge of news conventions when planning, filming,

editing and presenting news stories. Students will plan and develop an advertising campaign for a product of their choice, using the elements of design in this process.

Description of the Assessment:

Assessment will vary depending on the subject area. For Photography, students will submit a range of individual images as well as visual presentations to demonstrate their understanding of skills developed. For Visual Communications and Design, students will be assessed on the research, planning and delivery of final designs. Media assessment enables students to demonstrate their collaborative skills as they work in small groups to plan, prepare, film, edit and present news stories.

Contact Person: Nathan Saddler

VISUAL ARTS

Description of 21st Century Skills:

This subject allows students to problem-solve and think critically through a range of mediums in Art. Student choice is encouraged through their learning and completion of assessment tasks. Students will explore what other artists have done before them and then create their own artwork as a way to continue to develop their collaboration and communication skills.

Description of the Learning:

Visual Arts focuses on teaching students about the Art Elements by completing a folio (or body of work) through the duration of the semester. On completion of this unit, students will have the opportunity to explore two dimensional and three-dimensional art forms, such as:

- Drawing
- 3D Art
- Painting
- Print making and collage

Students will develop the skills necessary for using these different mediums and techniques in preparation for their electives in Year 9. Students will begin to learn how to analyse and evaluate both their own work and the work of other artists by being exposed to artists and artworks beyond the school.

Description of the Assessment:

Within this subject, the teacher will act as facilitator to the students learning as they explore the different materials and techniques listed. Upon completion of an artwork, students will undertake a verbal or written task to demonstrate their understanding. Each student can select the level in which they will work best at and they will be presented with three different options.

Contact Person: Nathan Saddlier



PERFORMING ARTS

Description of 21st Century Skills:

The Performing Arts curriculum is rich with transferrable skills that will equip students for all other aspects of school life and life-long learning. Each topic within the subject is designed to ensure students are building on their reading and writing skills, intertwined with cultural and civic literacy and social and cultural awareness. Performing Arts stokes critical thinking and problem solving through the devising and choreography processes, as well as fostering and building creativity in students. Students will communicate and collaborate to produce their own works inspired by their environments and culture. Moreover, activities and performances facilitated by the teacher and conducted by the students are designed to nurture persistence and grit, as well as spark leadership and initiative.

Description of the Learning:

Throughout the Performing Arts curriculum students will be exposed to both Drama and Dance Learning Areas from the Victorian Curriculum.

Whilst exploring Drama students will participate in a range of activities designed to build confidence and self-esteem. Students will respond to stimulus, whilst working with others, to devise and plan a variety of narratives that will be rehearsed and performed to the class. Students will self-evaluate their work and record their experiences in a theory workbook; reflecting on challenges and areas of achievement. Students will learn a variety of different cultural and stylistic performance genres and present their learning within a written research assignment.

Whilst exploring Dance, students will learn and perform a whole class dance sequence, create their own dances and maintain a theory work book. During practical class, students participate in various movement activities,

including warm ups, safe dance practice skills and learn short movement phrases to develop their own movement vocabulary. Students will learn repertoire, rehearse and perform together as a class. Students will learn about the elements of dance and choreographic devices in both practical and theoretical settings and use improvisation exercises to explore new movement possibilities and eventually create their own small group dances. Students will write responses, keep a journal and develop a glossary of terminology as a part of their work book.

Description of the Assessment:

Along with the Victorian Curriculum Achievement standards students will be assessed on the following:

- **Devising and Choreographing** - Students will be assessed on their ability to devise and choreograph a variety of dances and narratives using techniques and concepts demonstrated in class.
- **Rehearsal and Participation** - Students will be assessed on their use of class time, their ability to collaborate and work with others respectfully, and the level of productivity and organisation during dedicated rehearsal time.
- **Perform** - The final performances of the student's narratives and dances will be assessed by the use of techniques and concepts learned in class.
- **Evaluation, Reflection and Research** - Students will also be assessed on the culmination of their theory work books, which will exhibit self-evaluation and reflection as well as a written assignment that will explore a cultural or stylistic genre of performance or dance.

Contact Person: Nathan Saddler





MUSIC

Description of 21st Century Skills:

This subject has been designed to stimulate student curiosity and creativity, with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within small ensembles, and communication skills will be built upon in the performance of songs and their own compositions.

Description of the Learning:

This subject explores the elements of music, with a focus on learning through playing musical instruments. Students will have the opportunity to play a variety of instruments, including guitar, bass, drums, keyboard and ukulele, as well as look into electronic music using programs such as GarageBand or Soundtrap. Throughout the semester, students will present the following four major tasks:

- Rhythm
- Harmony
- Structure elements
- Melody

Description of the Assessment:

Students will be assessed on their implementation of the various elements of music into their performances. There will be the opportunity to present major tasks in a variety of ways including:

- Recordings
- Class performance
- Performing for the teacher
- Compositions

Contact Persons: Lachlan Gallacher



DIGITAL TECHNOLOGY

Description of 21st Century Skills:

This subject has been designed to develop students understanding of technology and how it functions. Students will develop their critical thinking skills with a focus on working on problem-solving in a variety of activities. They will work collaboratively on specific tasks to achieve a set goal, work creatively, and improve their ICT Literacy skills.

Description of the Learning:

In Digital Technology, students will be introduced to Digital System concepts. Students will be taught components of an information system, and the purpose of useful information. They will learn how to work together online on a single task using multiple computers. They will have the opportunity to learn about binary, visual representations and programming. There will also be some fun activities, with learning how to code using robotics and programmable electronics. They will learn some basic 3D design, recreating a real-world object digitally. Skills learned in this subject will be cross-disciplinary and can be used to aid further understanding in other subjects.

Description of the Assessment:

Students will create a poster showing the different hardware and software that go into a Digital System, as well as learn extra skills in UI (User Interface) design by creating and presenting work in the form of an interactive PowerPoint presentation that classifies the different components of a Digital System by their category on the Information Processing Steps. Students will create their own pixel art image using binary code to represent the individual pixels of the image. The Students will write code using a compiler that utilises the core concepts of programming: iteration, branching, functions, and variable. The students will also plan, design and create a 3-dimensional rendering of an object, simulating the relationship between a digital object and its counterpart in the real-world with a focus on the relation to scale.

Contact Person: Nathan Saddler

DESIGN TECHNOLOGY – FOOD TECHNOLOGY

Description of 21st Century Skills:

Through the learning journey of this unit, students will experience a growth in their creativity and initiative through the design and production of a variety of products/projects. Students will improve their numeracy and literacy, including ICT literacy as well as their critical thinking and problem-solving as they work through the unit.

Description of the Learning:

Let the lingering aromas of scrumptious food be your learning space. Use lovely lemons, prickly pineapples and fruits from around the globe to inspire you to investigate and explore food for health, wellbeing and fun. Learn to use equipment to blend, blanch, fold, melt and many other processes.

Description:

- Safety and use of equipment in the kitchen
- Time management and working in teams
- Create designs using the design process

Description of the Assessment:

Assessment for Foods will include: Safety and use of equipment in the kitchen, time management and working in teams, and create designs using the design process.

Contact Person: Nathan Saddlier



DESIGN TECHNOLOGY – TEXTILES

Description of 21st Century Skills:

Through the learning journey of this unit, students will experience a growth in their creativity and initiative through the design and production of a variety of products/projects. Students will improve their numeracy and literacy, including ICT literacy as well as their critical thinking and problem-solving as they work through the unit.

Description of the Learning:

A stitch in time saves nine!!! In this Unit students will learn new skills using fabric and yarn to create interesting products. They will sew by hand and using a machine and explore key concepts to do with how fibre and fabrics are made, the skills of making projects from textile materials as well as decorating and embellishing fabric.

Description of the Assessment:

Assessments for Textiles will include: Students will be assessed on the finished designed projects.

Contact Person: Nathan Saddlier





DESIGN TECHNOLOGY – WOOD, METAL AND PLASTICS

Description of 21st Century Skills:

Product, Design and Technology develops students understanding of design-based solutions by using emerging technologies, a variety of materials and traditional skill-based processes. Responding to a problem or need, designing a solution based on constraints and evaluating the designed product reflect the current demands within industry and society. Computer Aided Drafting (CAD) technologies are introduced and are supported by Computer Aided Machining (CAM) processes. Student innovation, creativity and critical thinking are fostered by an open design brief and access to the latest technologies. A focus on technological literacy, numeracy and innovation provide the foundation for studies of Product Design and Technology in future years.

Description of the Learning:

Design Technology – Wood, Metal and Plastics, focuses on teaching students about the Design Process, by completing a series of engaging design tasks. Students will develop the

skills necessary for communicating design using Computer Aided Drafting (CAD) as well as traditional drawing techniques and conventions. Students will learn basic hand skills using a variety of tools and how they can be used to support the Design Process.

Description of the Assessment:

Within this design-based subject, students will have the opportunity to choose how they will meet their brief based on a structured evaluation criteria. From this they evaluate the final product against the constraints. This will determine the level of success.

Contact Person: Nathan Saddler

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. On the right side, there is a vertical margin line. The background behind the paper is a solid light gray color.





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