



GISBORNE

Secondary College

Respect Achievement Innovation Diversity

2022

Year 8 Junior School Program

Semester 2



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Respect Achievement Innovation Diversity

Junior School Curriculum Year 8

The Gisborne Secondary College curriculum at Years 7-8 is designed to offer a breadth of subjects that both engage and challenge students, but also provide a strong foundation for future studies. Students have the opportunity to explore all the learning areas and capabilities within the Victorian Curriculum. The overall aim of the curriculum is to cover a common set of knowledge and skills and to develop the habits and strategies of life-long learners.

Students complete 7 core subjects over the year, with each subject varying in the number of periods of study per week. Semester-based and year-long subjects are offered in The Arts and Technology curriculum areas. Each subject scaffolds the teaching and learning with a range of formative tasks. Key Assessment Tasks are either graded or awarded an S/N and are reported on. The year of study ends with a Step Up program that introduces students to the curriculum of the following year.

Further curriculum information can be found in the Whole School Scope & Sequence available on the GSC website.

Curriculum	Curriculum Area Leader	
CORE SUBJECTS		
English	Full Year – 8 periods per cycle	Louise Angwin
Humanities	Full Year – 6 periods per cycle	Frances Hayes
Language – Indonesian OR Japanese	Full Year – 5 periods per cycle	Renae King
Mathematics	Full Year – 8 periods per cycle	Aaron Freeman
Physical Education & Health	Full Year – 5 periods per cycle	Nathan Mills
Science	Full Year – 6 periods per cycle	Marnie Sparrow & Tracey Eagle
Connect	Full Year – 2 periods per cycle	Simone Moore & Christine Tate
Literacy Support	In place of LOTE	Gavin Waterson
ELECTIVE SUBJECTS		
The Arts – Performing Arts Visual Art, Visual Communication	Year-long – 2 periods per cycle Semester based – 3 periods per cycle	Glenda Anstey–Sprigg
Technology – Digital Technology Electronics, Food Technology	Year-long – 2 periods per cycle Semester based – 3 periods per cycle	Nick Maxwell

Key Knowledge

Students study the text *When Michael met Mina* and respond analytically.
Students study and explore a variety of short texts and explore familiar features e.g: a play, short story, graphic novels and poetry.

Key Skills

Students will have the opportunity to:

- Experiment with the conventions of creating a scene from a play, a short story, a graphic novel and a poem
- Contribute to discussion groups and work collaboratively to engage critically with the novel
- Develop an analytical opinion in response to a prompt from *When Michael met Mina*
- Incorporate feedback on draft versions of written work

Key Assessment Tasks

- Folio of Written Tasks (Graded)
- Analytical Essay (Graded)
- English Basics (Graded)
- Reading Program (Graded)
- Workbook (S/N)

Key Knowledge

Students will develop knowledge and skills in Geography and Economics. They will explore the natural and human-made processes that shape our coasts. Students will investigate the process of urbanisation and key concepts related to Economics.

Key Skills

Students will have the opportunity to:

- Apply their understanding of the processes that shape coasts in an excursion to Point Lonsdale
- Conduct geographical fieldwork
- Develop research skills when examining urbanisation
- Develop their understanding of economics through games and application of key concepts in case studies

Key Assessment Tasks

- Coasts Assignment (Graded)
- Economics Assignment (Graded)
- Urbanisation Assignment (Graded)
- Workbook (S/N)

Key Knowledge

Semester 2 of Year 8 Indonesian focuses on students' developing an awareness of Indonesian lifestyles through cuisine and education. In the 'School' unit, students will compare the Indonesia education system with Australia and consider what is similar and different about our school values.

In the 'Cooking' unit, students will continue to refine their reading skills, learning to apply strategies such as knowledge of text-types in their first language, to support their comprehension of Indonesian texts. Students will be able to compare Indonesian text-type features for authentic texts such as recipes with English examples. Students will also develop their awareness of how language can change from written to spoken texts and for specific audiences. Students continue to broaden their vocabulary knowledge with a specific focus on adjectives to describe character, appearance and taste, related to the selected topics of school and cooking.

Key Skills

Students will have the opportunity to:

- Present information orally in Indonesian
- Use appropriate forms of address and non-verbal forms of communication
- Refine pronunciation skills
- Respond to and create written texts to describe real and imagined events
- Use Indonesian spelling, grammar and punctuation
- Know text-type conventions and language for conveying information in writing

Key Assessment Tasks

- Cultural Studies (Graded)
- Oral Assessment (Graded)
- Writing Assessment (Graded)
- Reading Assessment (Graded)
- Listening Assessment (Graded)
- Workbook (S/N)

Key Knowledge

Students focus on learning about how to describe events they share with family and friends. They learn how to communicate information about events and daily activities and how they feel about them. They will learn how to conjugate verbs and adjectives. They work on various activities to improve their reading writing, speaking and listening skills in Japanese.

Key Skills

Students will have the opportunity to:

- Interact with others orally in Japanese
- Refine pronunciation skills
- Respond to and create written texts to describe real and imagined events
- Use Japanese spelling, grammar and punctuation

Key Assessment Tasks

- Cultural Studies (S/N)
- Speaking Assessment (Graded)
- Listening, Reading and Responding Assessment (Graded)
- Writing Assessment (Graded)
- Workbook (Graded)

Key Knowledge

Semester two covers key knowledge in the area of Number and Algebra including Percentages and Linear Graphs, as well as in the area of Statistics and Probability with a unit on Probability.

Key Skills

Students will have the opportunity to:

- Solve problems involving the use of percentages, including percentage increases and decreases and percentage error, with and without digital technologies
- Plot linear relationships on the Cartesian plane with and without the use of digital technologies
- Identify complementary events and use the sum of probabilities to solve problems
- Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'
- Represent events in two-way tables and Venn diagrams and solve related problems

Key Assessment Tasks

Graded assessment tasks in the form of handwritten tests, computer program-based quizzes and / or project-based tasks will take place for:

- | | |
|-----------------|------------------|
| • Percentages | • Probability |
| • Linear Graphs | • Workbook (S/N) |

Key Knowledge

Students participate in a variety of skill and health related fitness tests. Students develop on their understanding of these components and what practices help improve performance.

Students explore the various health benefits of regular physical activity and understand the importance it plays in overall health and wellbeing.

Students participate in soccer, netball, softball, tennis, cricket, indigenous games and lifelong recreational activities.

Key Skills

Students will have the opportunity to:

- Complete a physical activity journal. Students monitor weekly fitness levels over a 2-week period. Students reflect on the National Physical Activity Guidelines and if they are meeting these recommendations
- Perform skills and drills, practise, apply and transfer movement concepts and strategies from semester two sports and activities. Students begin to develop, implement and evaluate movement concepts and strategies for successful outcomes

Key Assessment Tasks

- Fitness components test (Graded)
- Cardiorespiratory Lab (Graded)
- Workbook (S/N)

Key Knowledge

Students investigate Light & Sound, Sedimentary, Igneous and Metamorphic Rocks, Organs for Survival and they complete an Inquiry Project. They explore the reflective nature of curved mirrors and the refractive nature of lenses to form images and disperse light to produce a spectrum. Students discover that the properties of sound can be explained by a wave model. They learn that sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a time. Students also identify a range of common rock types using keys based on observable physical and chemical properties. Students analyse the relationship between structure and function at the cell, organ and body system levels to understand how multicellular organism's function. To finish off the year, students design their own experiment based on learning covered throughout Year 8 Science.

Key Skills

Students will have the opportunity to:

- Identify questions that can be investigated scientifically & make predictions based on scientific knowledge
- Collaboratively and individually plan and conduct a range of investigation types, ensuring safety guidelines are followed
- Measure and control variables, and select equipment to collect data with accuracy appropriate to the task
- Construct & use a range of presentation formats e.g. graphs, keys & models to record & summarise data
- Use scientific knowledge and findings from investigations to identify relationships and draw conclusions
- Reflect on the method used in an investigation, including evaluating the quality of the data collected, and identify improvements to the method
- Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language

Key Assessment Tasks

- Light & Sound Prac Report (Graded)
- Rocks Test (Graded) or Rock Assignment (Graded)
- Organs for Survival Test (Graded)
- Scientific Poster (Graded)
- Workbook: Application tasks in LEARN booklets (S/N)

Key Knowledge

Students explore career pathways and the personal attributes, strengths, skills and knowledge needed in a range of jobs and careers. They examine employability skills such as teamwork, problem-solving, time management and effective communication. Students investigate the characteristics or strategies of high achievers. Students build on their understanding of the Growth Mindset and use strategies to think creatively and laterally, and to problem-solve effectively. Students continue building their positive mental health skillset through Wellbeing and Live4Life sessions.

Key Skills

Students will have the opportunity to:

- Explore career options and pathways, using resources such as Bullseye Charts
- Research and synthesise information
- Build social, emotional and personal skills and strategies
- Set goals, apply feedback and reflect on their learning and school engagement

Key Assessment Tasks

- Workbook (S/N)

Key Knowledge

In Literacy Support, students will learn about some of the wonderful, unusual and difficult jobs that people do. They will also look at famous festivals and traditions from around the world. They will focus on improving their reading skills, including retrieving information, summarising, comparing and contrasting, and reading tables and charts. They will also focus on writing skills including note taking, presenting an opinion, writing in simple, compound and complex sentences and spelling. This unit of work will also help them to develop their general knowledge and vocabularies.

Key Skills

Students will have the opportunity to:

- Complete entries in their Writer's Journal
- Read and view a range of short texts about important social issues
- Plan, draft and refine their work
- Develop the ability to write for sustained periods of time
- Improve their speaking and listening skills
- Improve their spelling and punctuation

Key Assessment Tasks

- PowerPoint presentation on an interesting profession or skill (Graded)
- Essay on multiculturalism (Graded)
- Workbook (S/N)

Key Knowledge

Students are introduced to the fundamental skills for performing, and develop an understanding of different performance styles. Performing Arts is an exciting new subject offered in 2022.

Key Skills

Students will have the opportunity to:

- Develop their collaborative skills
- Improve listening and performing skills

Key Assessment Tasks

- Performance work (Graded)
- Workbook (S/N)

8 PERFORMING ARTS

Key Knowledge

Students are introduced to Australian Art, including Contemporary Indigenous art, through the exploration of different artists and techniques. They further develop their drawing, painting, sculpture and mixed media skills through a series of practical activities. Students revisit the Elements of Art and are introduced to the Principles of Art. They complete two research tasks, one on an Australian Artist from the past and one on a contemporary Australian artist. Students maintain a Visual Diary complete with ideas, worksheets, finished artworks and reflections.

Key Skills

Students will have the opportunity to:

- Develop drawing, painting, sculpture and mixed media skills
- Plan and complete artworks
- Reflect on their process

Key Assessment Tasks

- Folio of finished art works (Graded)
- Two research tasks (S/N)
- Workbook: Visual Diary (S/N)

8 Visual Art

Key Knowledge

Following a review of the Elements of Design, individual tasks are undertaken for each Principle of Design. At the conclusion, students create a chatterbox explaining the 8 elements and 8 principles of design in their own words. Students then complete a technical drawing of a two point perspective cityscape. Students wrap up the semester by designing a brochure using the elements and principles.

Key Skills

Students will have the opportunity to:

- Apply the Design Process & develop their skills

Key Assessment Tasks

- Folio of work applying the Design Elements and Principles (Graded)
- Two point perspective drawing (Graded)
- Design of a brochure (Graded)
- Workbook: Visual Diary (S/N)

8 Visual Communication

Key Knowledge

Students learn the processes of analysing, developing and evaluating for digital solutions. They use a wide range of hardware and software tools to create digital solutions, manipulate data and understand digital systems. They learn computational thinking and writing algorithms for software programming. They are taught how digital systems and the components of these systems are used by computers to manipulate data and present it in visualised forms to improve understanding. They develop an understanding of how to use computers safely and be aware of the risks involved in being online.

This subject will run for the entire year but reports will be created each semester.

Key Skills

Students have the opportunity to:

- Design and develop an app
- Code an app using blocks and Java Scripting
- Complete digital drawings
- Code turtle graphics using Python programming language
- Learn animation techniques and principles using Adobe Animate CC
- Understand network basics
- Use basic mathematical functions to manipulate spreadsheet
- Create graphs and charts in spreadsheet
- Use computers safely
- Interpret graphs and charts
- Understand computational thinking of: Decomposition, Pattern Recognition, Abstraction and Algorithm
- Create a game using GameMaker Studio 2.0
- Work in a production team to write a script, create a storyboard, capture movie clips and edit these in Adobe Premier Pro CC

Key Assessment Tasks

- **Outcome 1** - Design and develop an APP (Graded)
- **Outcome 2** – Space Bubbles Game (S/N)
- **Outcome 3** – Movie Project (Graded)
- Digital Workbook (S/N)

Key Knowledge

Students are introduced to electrical electronic and mechatronic engineering covering basic electronic components, such as circuit boards, resistors, polarised capacitors, transistors, batteries and LED's.

Key Skills

Students will have the opportunity to:

- Identify Safe working practices
- Use tools, equipment and power machinery correctly and safely
- Record design, computer simulation, production, diagnostic testing and modification of each model
- Complete practical work

Key Assessment Tasks

- Knowledge Test on basic electronic components (Graded)
- Two Projects: LED flasher & student-choice (Graded)
- Electro technology research tasks (Graded)
- Workbook (S/N)

Key Knowledge

Year 8 Food Technology prepares students to explain factors that influence the design of solutions to meet present and future needs. They independently and safely complete design tasks; experiencing the opportunities in designing food products, making considered decisions and evaluating their efforts.

Key Skills

Students will have the opportunity to:

- Practise kitchen Safety & Hygiene
- Understand weights, measures & recipe
- Understand nutrition
- Consider Ecological footprint
- Identify equipment & utensils
- Use Sensory Appreciation
- Apply the Design Process
- Use Cooking processes

Key Assessment Tasks

- 2 course meal (Graded)
- Muffin Design Brief (Graded)
- Workbook (S/N)