CURRICULUM STRUCTURE IN YEAR 8, 2015

In Year 8, students:

- Continue to study the six core subjects and their chosen language.
- Study a semester each of Geography and History.
- Select TWO Elective subjects for study in Year 8, one in each semester.
  (Classes will only run if sufficient numbers of students select them.)

These selections are made via Subject Selection Online

<table>
<thead>
<tr>
<th>Subject</th>
<th>(continued from Year 7)</th>
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</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>(continued from Year 7)</td>
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<tr>
<td>English</td>
<td>(continued from Year 7)</td>
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<tr>
<td>Mathematics</td>
<td>(continued from Year 7)</td>
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<tr>
<td>Science</td>
<td>(continued from Year 7)</td>
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<tr>
<td>Language</td>
<td>(continued from Year 7)</td>
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<tr>
<td>Physical Education</td>
<td>(continued from Year 7)</td>
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<tr>
<td>Geography / History</td>
<td>A semester of each in Year 8</td>
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</tbody>
</table>

Elective Selections:

<table>
<thead>
<tr>
<th>DEPARTMENT COORDINATOR</th>
<th>EXPRESSIVE ARTS</th>
<th>GLOBAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs S. Birch-Marston</td>
<td>Art &amp; Design</td>
<td>Consumer Education</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td>Food Technology</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Information Technology</td>
</tr>
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<td></td>
<td>Music</td>
<td>Textiles</td>
</tr>
</tbody>
</table>

It is important that students read this Elective Handbook and think about the subjects they would most like to study. Subject selection should always be based upon interest and ability so that motivation is maintained throughout the course of the year.

All students will receive either their first or second elective preference (limited in some cases by class size and class availability). The second elective is allocated from the four preferences based on fulfilling the requirements of Every Chance to Learn, receipt of the Subject Selection Online form AND availability after first round preferences are allocated.

Remember you are making a selection for a year. Students need to select very carefully in the first instance and submit their selections by the due date.

Only under exceptional circumstances would an elective be changed. Not achieving a high grade in an elective is not grounds to request a change. Resilience is needed: Work with the teacher to see how you can improve in the next semester.
YEAR 8 ELECTIVE SUBJECTS

ART AND DESIGN

UNIT TITLE TELLING VISUAL STORIES

CONTENT
In this unit, *Telling Visual Stories*, students are given control over their own learning, which encourages responsibility and increases engagement. A mixture of guided tasks and open-ended questions and/or investigations supports them. Student directed tasks can have multiple correct answers and are multi-directional tasks. They are also inherently challenging for those students who will take the task further or in a different, more difficult direction than a teacher directed task.

Students will:
- Make drawings and construct a simple book
- Learn some graphic representational techniques
- Work in clay to produce platter forms
- Learn some silk screen printing techniques

In the second half of the unit students will develop a major work of their own choice.

Students will be expected to develop their ideas through the Visual Arts Process Diary and will also complete written analysis of designated art works in order to develop the ability to communicate about art and design works in writing.

Students are not required to have experience of Art in previous years.

Students need to be hard-working, show some organisational skills and a spirit of adventure to achieve their best in Art and Design.

DANCE

UNIT TITLE DANCE IN POPULAR CULTURE

CONTENT
*Dance in Popular Culture* provides an opportunity for students to learn, study and perform dance styles seen in popular culture mediums such as music videos, YouTube channels, dance films, flash mobs, television shows and more. Styles include jazz and hip hop which will be taught to them by their teachers and/or guest artists.

This unit provides opportunities for students to examine the role of popular dance in our society today, as well as investigate the historical perspectives of the jazz and hip hop styles. Students will use specific dance language when analysing and evaluating dance. They will also have choreographic opportunities to create dance works where they will explore the elements of dance (space, time, dynamics and relationships) and choreographic devices such as repetition, retrograde, form, canon and unison.
DRAMA

UNIT TITLE  THE PERFORMER’S TOOLBOX

CONTENT
In this unit students build their drama skills through improvisation games and group devised performances, with a focus on understanding the main elements of Drama. Students also explore the world of Comedy by performing short plays and investigating various comedy styles. There are opportunities for students to create their own plays and to work from short scripts and scenarios in collaboration with others in their class. They are able to participate in a range of drama games, improvisation exercises and experiment with the creation of their own characters inspired from activities in class and by enjoying the work of comedy performers seen in television shows, theatre performances and movies.

MUSIC

UNIT TITLE  BAROQUE TO ROCK

CONTENT
This unit aims to introduce students to a wide range of art and popular music series from Baroque to present day Rock & Pop forms.

Students will have opportunities to:

- Perform music of different genres – Classical, Rock & Roll and Rock & Pop
- Compose music to portray a scene, a form or a purpose
- Research & analogue music of a wide range of genres

Opportunities exist for excursions. All students need to focus on one instrument for performances.
CONSUMER EDUCATION

UNIT TITLE  MONEY, MONEY, MONEY

CONTENT
During this unit, students will study the commercial and economic environment of Australia and its impact on the community.

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<thead>
<tr>
<th>TOPIC ONE: Introduction to commercial systems</th>
<th>TOPIC TWO: Money matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to Consumer Education</td>
<td>a. Barter - advantages and disadvantages</td>
</tr>
<tr>
<td>• Needs and wants</td>
<td>b. Early forms of money</td>
</tr>
<tr>
<td>• Goods and services</td>
<td>c. Present forms of money</td>
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<tr>
<td>• Types of production - primary, secondary,</td>
<td>• Functions of money</td>
</tr>
<tr>
<td>tertiary, quaternary, quinary</td>
<td>• Characteristics of money</td>
</tr>
<tr>
<td>• Flow diagram of production process</td>
<td>• Overseas currency and exchange rates</td>
</tr>
<tr>
<td>• Production Game - Specialisation and</td>
<td>• History of banking</td>
</tr>
<tr>
<td>interdependence</td>
<td>• Functions of banks</td>
</tr>
<tr>
<td>• Distribution chain.</td>
<td>• Different financial institutions</td>
</tr>
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<td></td>
<td>• Transactions traditional and modern</td>
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<td></td>
<td>• Reconciliation with bank statements.</td>
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<table>
<thead>
<tr>
<th>TOPIC THREE: Earning an income</th>
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<tbody>
<tr>
<td>• Definition of income and wealth</td>
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<tr>
<td>• Types of income</td>
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<tr>
<td>• Haves and have nots - the distribution of</td>
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<tr>
<td>income in Australia.</td>
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</tbody>
</table>

| TOPIC FOUR: Extension research activity -     |
| Consumer issue                               |
| Individual investigation and reporting on the|
| monitoring and evaluation of consumer products|
| that highlights the variation of quality and  |
| price across various brands.                 |

FOOD TECHNOLOGY

UNIT TITLE  THE ETHICS OF EATING

An introduction to an ethical approach to food technology, which will explore the moral implications of the food we eat.

The unit will explore seasonal, sustainable and environmentally friendly food choices and will apply this information to the preparation of meals.

CONTENT
• Seasons and availability
• Fresh vs. processed
• Local vs. transported
• Nutritional effects on body
• Demonstrations and practical tasks
• Water usage, quality and management
• Chemical usage in food production
• Genetic modification
• Animal cruelty
• Farmed fish

• Feed lots and battery chickens
• Implications of production and transportation on the environment
• The impact of fossil fuels, soil degradation, water use, chemical use and excess packaging on the environment
• Designing meals that are ethically sourced
• Evaluate simple meals according to morally informed choices
• Demonstrations and practical tasks

Year 8 Electives Handbook 2015
INFORMATION TECHNOLOGY

UNIT TITLE
WORKING WITH DIGITAL TECHNOLOGIES

The Information Technology course in Year 8 follows the Digital Technologies national curriculum which is designed to assist students to experience a variety of Information Technology areas such as animation, web design, simple video editing and programming.

Each task makes use of problem solving, converting an idea to an end product and the use of data. Collaboration, communication, creativity and project management skills are introduced which in turn are transferable to other subject areas.

The focus of the Year 8 Information Technology course is on skill development and most tasks are of a practical nature. It provides a sound basis for further studies of Information Technology in Years 9 and 10 where topics include computer game design, multimedia, animation, robotics, the wearing of technology, the creation of information systems and programming.

CONTENT
Introduction to computer Based Systems and Components
- Hardware –input and output systems and components
- Software-Operating Systems Applications and Utilities
- Peripherals

Introduction to Programming
- Programming concepts: control structures, sequence, decisions, loops, boundary conditions
- Implement and modify existing programs with a programming language
- Program Design: pseudo code and program code

Presentation of data
- Evaluate accuracy of data
- How data is transmitted and secured
- How text, images and audio are represented in binary

TEXTILES

UNIT TITLE
READY, STEADY, SEW

During this unit students will investigate the range of fibres and fabrics available for use in textiles. Students will make effective use of material resources and equipment, and make and appraise textile articles. Students will develop skills in garment construction using woven and knitted fabrics utilising a range of machines. Technology used in the manufacture of clothes and the use of felted fabrics will be investigated and applied.

FOCUS AREA
CONTENT
Labels / Swing Tags
Design Process
Understand care instructions
Making Fabric
Paper looms- types of weaves
Weaving/Knitting
Analysis of woven articles
Explores properties of knitted fabrics
Knitting techniques
Fabric Decoration
Consideration of types of bag
Designing of suitable decorations
Investigation of embellishments
Garment Construction
Current trends in skirts – analysis
Construction techniques for woven fabrics
Interpretation and modification of skirt designs
Fibre Study
Cotton
Wool

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