



LILYDALE

HIGH SCHOOL

YEAR 8

SUBJECT HANDBOOK

Head of Year 8: Liz Nevins

The Year 8 Course

Overview

Year 8 students continue to study a broad range of subjects. These studies allow students to widen their understanding of each Key Learning Area (KLA) in preparation for the variety of opportunities offered in Middle School.

Year 8 student's study 9 different subjects during a normal week.

Key Learning Area	Periods / week / year
English	5
Literacy and Learning Support	3 (nominated students)
Mathematics	5
Languages (French or Indonesian)	3
Art	
Semester units of:	
<ul style="list-style-type: none">• Ceramics• Music• Drama• Art	Total of 4 periods per semester
Technology	
<ul style="list-style-type: none">• Product Design and Technology• Food Studies	2
Humanities	
<ul style="list-style-type: none">• Geography• History• Civics• Economics	4
Physical and Sport Education	
<ul style="list-style-type: none">• Physical Education• Health Education	3 1
Science	3



LILYDALE

HIGH SCHOOL

CORE SUBJECTS



LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

ENGLISH CURRICULUM

ENGLISH CORE (8EEN)

OVERVIEW

The course offers a balanced and integrated approach to language development, combining the three strands of:

- Reading & Viewing
- Speaking & Listening
- Writing

WHAT STUDENTS WILL LEARN

Students learn the ways in which language varies according to content, purpose, context and audience, and construct written texts for various purposes.

ICT is used in the development and presentation of students' writing and assists students in visualising their thinking.

Through shared and individual reading, students extend their understanding and enjoyment of a wide range of texts such as novels, short stories and poetry.

They are encouraged to become familiar with the writing styles of various authors, develop the ability to critically analyse texts, and discuss the issues involved and relate these to society and their personal experiences.

Students use planned and spontaneous speaking and listening to explore, discuss and practise language used in various contexts.

In year 8, learning about language involves accumulating knowledge through experience, exploration, investigation and reflection.





LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST. 1919

RESPICE LUCEM

ENGLISH CURRICULUM

LITERACY AND LEARNING SUPPORT (8ELS)

OVERVIEW

The course is designed to strengthen and refine students' literacy skills, thus improving their confidence in reading and writing in all their subjects.

WHAT STUDENTS WILL LEARN

The program is developed around an evidence-based approach to literacy that includes students' ability to predict, visualise, question, summarise, infer, and navigate different text types and express their ideas clearly.





LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

ARTS CURRICULUM

ART (8AAR)

OVERVIEW

Students engage in exploration and discovery through a range of topics that introduce a variety of techniques and media. Past experiences are built upon, and students develop confidence through involvement.

WHAT STUDENTS WILL LEARN

Using the elements and principles of design, planning, selection and modification, students will produce and present an artwork that uses symbols to represent aspects of their Significant Person in Semester 1 or of themselves in My World in Semester 2.

Through discussion, students develop an understanding of how artworks are made.





LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

ARTS CURRICULUM

DRAMA (8ADR)

OVERVIEW

Drama encourages students to gain an understanding of how people think and feel in a variety of situations. Students will imagine, project and identify with a variety of new situations through role play and realisation of character. Topics covered will include:

- Improvisation
- Slapstick Comedy
- Creative Movement
- Script Writing
- Creating Character

WHAT STUDENTS WILL LEARN

The course uses Drama as a means of enhancing personal development, confidence, self-esteem and creativity and of working constructively with others.

Skills:

- Presenting and Performing
- Responding and Interpreting
- Exploring and Expressing Ideas
- Drama Practices





LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

ARTS CURRICULUM

CERAMICS (8ACE)

OVERVIEW

This unit introduces the clay medium, enabling students to develop and refine a range of sculptural and functional forms. Students will use starting points such as symbolism, experience and research.

WHAT STUDENTS WILL LEARN

Students will plan, select and modify visual resources, aiming to create ceramic models suited to individual or group display. Students will be involved in class discussion prior to the development of ideas, using appropriate language to describe the images and forms.





LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

ARTS CURRICULUM

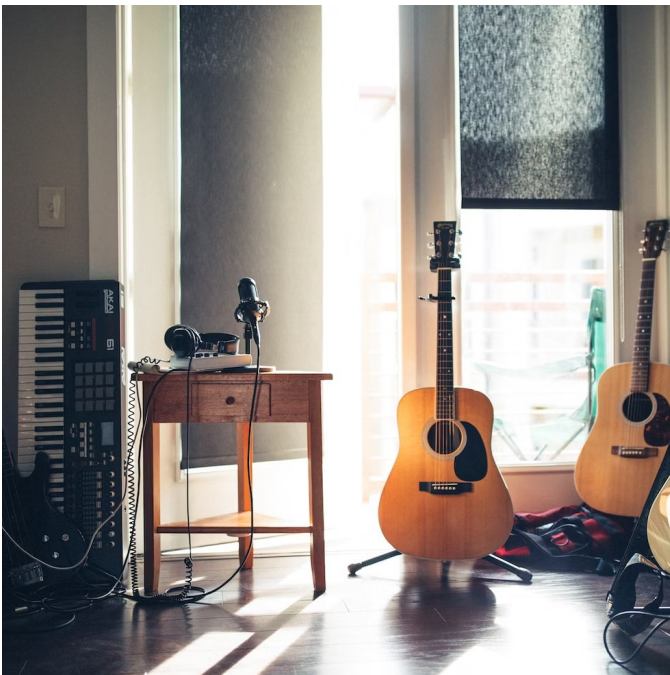
MUSIC (8AMU)

OVERVIEW

Music theory covers the basics of reading and writing music, post 1950 contemporary music, history of music and basic music, through listening, creating and performing.

WHAT STUDENTS WILL LEARN

Students develop basic skills on either keyboard, guitar or drums. They explore the sound and use of the instruments and learn to perform. They also learn about creating their own music, using either traditional notation or graphic notation. They also experience playing together in a group. Students listen to different types of music from various cultures, styles, instrumentation and eras.





LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

HUMANITIES CURRICULUM

HUMANITIES CORE (8HHU)

OVERVIEW

History

In the discipline of History, students' study Shogunate Japan and Medieval Europe. As well as studying how people lived in these times, students come to see the reasons why certain events in world history occurred and how they helped shape the world we know today. Students compare medieval societies (daily life, social features and government) with the modern world.

Geography

In this unit, students undertake the study of landscapes, with a focus on mountain landscapes. They consider the interaction between humans and the environment and how to best manage the challenges of a landscape. Students then investigate how nations change, with a particular focus on how nations manage challenges with population growth and decline and increasing sustainable urbanisation.

Civics

Students will discuss Australia's political system and processes. They will actively participate in Australia's democracy by raising awareness of an issue they feel strongly about.

Economics

Students will explore basic economic concepts such as consumers and budgets.

WHAT STUDENTS WILL LEARN

History

Students will investigate the importance of studying history, and develop the skills required to be historians themselves including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

Geography

Students will learn how to analyse the world around them using geographical concepts, including place, space and interconnection. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. Students will undertake research, complete investigations, and collect and analyse data.

Civics

Students will investigate change makers in our society and identify the strategies used to improve our communities.

Economics

Students will learn to distinguish between needs and wants, goods and services. They will investigate factors that influence consumers choice such as marketing, budget and government intervention.





LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

LANGUAGES CURRICULUM

FRENCH CORE (8LFR)

OVERVIEW

Students participate in a variety of activities designed to further develop their listening, speaking, reading and writing skills in the French language. These include role plays, conversations and games, as well as written and listening exercises. Students continue to explore the relationship between language and culture.

WHAT STUDENTS WILL LEARN

Topics covered may include:

- Houses and homes
- School life
- Leisure activities
- Around the town





LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

LANGUAGES CURRICULUM

INDONESIAN CORE (8LIN)

OVERVIEW

Students participate in a variety of activities designed to further develop their listening, speaking, reading and writing skills in the Indonesian language. These include role plays, conversations and games, as well as written and listening exercises. Students continue to explore the relationship between language and culture.

WHAT STUDENTS WILL LEARN

Topics covered may include:

- Hobbies
- School life
- Telling the time
- Transport
- Around the Town





LILYDALE HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

MATHEMATICS CURRICULUM

MATHEMATICS CORE (8MMA)

OVERVIEW

Mathematics involves: Number and Algebra, Measurement and Geometry, Statistics and Probability.

The aim of this course is to enable all students to develop, within their capabilities, the mathematical skills needed for everyday living, for employment and for further study and training, as well as to develop in the students an appreciation of and enjoyment of Mathematics.

In Year 8, the emphasis is that Mathematics is interesting and useful. As not all students learn in the same way, to teach and reinforce basic skills and to maximise interest, a variety of learning activities, such as practical work, problem solving and investigative activities, are included.

The Maths 'With Attitude' activities and the Cambridge Essential Assessment resources provide a base for a multifaceted program. Both traditional and new topics are studied, and basic skills are taught and reinforced in the context in which they are used. The emphasis is on application, how and where Mathematics is used in real life. Web-based programs, such as Smarter Maths, are used to introduce and develop new skills, whilst placing an emphasis on mastery of these skills.

WHAT STUDENTS WILL LEARN

Learning Tasks will come in the following two forms:

- Maths Topic Testing
- Rich Learning Tasks

Skills Practice and Standard Applications

Students will be required to learn standard algorithms and techniques, as well as completing the work set. This work will be targeted to meet every student's individual learning level. The majority of this work will be done in class and assessed 3- 4 times per term.

Rich Tasks

These activities will involve both major and minor reports. Both will involve the ability to demonstrate comprehension of the problem-solving and modelling strategies to work towards a solution for the problem, evaluation of the results, and an ability to communicate the results succinctly and effectively.





LILYDALE
HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

PASE CURRICULUM

PHYSICAL EDUCATION AND HEALTH EDUCATION

(8PPE: PRACTICAL COMPONENT)

(8PHE: HEALTH THEORY)

OVERVIEW

This unit is aimed at developing students' general body awareness, fundamental motor skills and knowledge of the principles and elements of human movement.

The theoretical components, together with the practical work, enhance the student's knowledge and understanding of physical education and health issues.

WHAT STUDENTS WILL LEARN

Students will participate in practical activities such as:

- Volleyball
- AFL
- Racquet Sports
- Fitness

These activities promote understanding of physical activity and movement, safety, and sportsmanship.

This unit is also aimed at developing the students' skills in many sporting activities by enhancing awareness of individual and group competition and safe practices in sport.

Codes of behaviour and rules of the games will be taught. The area examines team strategy, sportsmanship, leadership, cooperation, responsible behaviour and using and adapting a range of motor skills.

Students will also study the area of Health Knowledge and Promotion. Students will develop a sound knowledge and understanding of emotions, feelings and caring in family/personal relationships, communication, and development of interpersonal relationships and to become aware of how to make responsible, informed decisions.





SCIENCE CURRICULUM

SCIENCE CORE (8SSC)

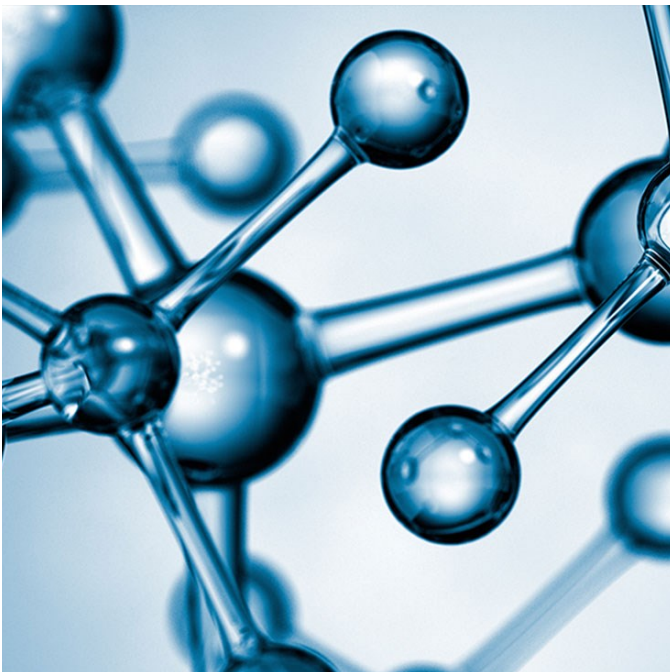
OVERVIEW

Students will explore the following topics throughout the year:

- Different Types of Energy
- Heat Energy
- Real World Robotics
- Human Centred Design Thinking
- Geology
- Microscopes and Cell Structure
- Body Systems
- Chemistry

WHAT STUDENTS WILL LEARN

Students will study different types of energy and how energy converts from one form to another. Students will engage extensively with the Yarra Ranges Tech School and investigate the use of technology/ robotics in the real world. By identifying the rock cycle and the processes involved, students will also investigate the age of the Earth. Students will use microscopes to learn about cell structure. Digestion and other body systems are also studied. Students will have an opportunity to learn about chemistry. This includes atoms, molecules and compounds and also explore different chemical reactions.





LILYDALE
HIGH SCHOOL

EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

EST 1919

RESPICE LUCEM

TECHNOLOGY CURRICULUM

PRODUCT DESIGN AND TECHNOLOGY AND FOOD STUDIES

(8TPD: PRODUCT DESIGN AND TECHNOLOGY)

(8TFS: FOOD STUDIES)

OVERVIEW

Students will have the opportunity to participate in two Technology based subjects. These subjects run over a semester and students will rotate through them within their home groups. These subjects include Product Design and Technology and Food Studies.

Please be aware there is an \$80 contribution per semester.

WHAT STUDENTS WILL LEARN

Product Design and Technology

Students are reintroduced to the Design Process, whilst investigating different properties of Wood and Textiles. Students will have the opportunity to complete a project during the semester that may be of either Wood, Material or a combination of both.

Food Studies

Students explore cooking and baking through a number of recipes and are able to expand their understanding of different cooking and baking techniques. Students will learn about kitchen and food safety, nutrition and food substitution for allergies and intolerances.

