

YEAR 8 TERM 2 OVERVIEW 2018

ENGLISH	MATHEMATICS	SOCIAL SCIENCE	SCIENCE	THE ARTS
<p>Myths Made Modern Key Concepts: Creativity Related Concepts: Genres and Structure Global Context: Personal and Cultural Expression Statement of Inquiry: Ancient myths are the foundation for contemporary narratives. Inquiry Questions:</p> <ul style="list-style-type: none"> - Factual: What is a myth? - Conceptual: How do different civilisations express their understanding of their world through myths? - Debatable: Do the ideas and lessons in the myths still apply today? <p>Reading:</p> <ul style="list-style-type: none"> - Use inference and deduction to recognise implicit and inferred meanings - Identify and describe the effect of writers' use of literary features. - Compare myths, showing awareness of genre features, writers' use of language and its intended impact on the reader. <p>Writing: Myth and Justification</p> <ul style="list-style-type: none"> - Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects. 	<p>Finance Mathematics</p> <p>Simple Interest and Compound Interest Banking and Inflation Rates-Real applications</p> <p>Algebraic Operations & applications</p> <p>Key concept: Relationships</p> <p>Related Concepts: Change Representation</p> <p>Statement of Inquiry: Discovering mathematical relationships between variables can lead to: 1) a better understanding of how they affect each other in a linear or exponential form. 2) making generalisations and predictions about certain trends or patterns. 3) derive formulas for finding the area and volume of certain shapes.</p> <p>Algebraic Operations</p> <p>Algebraic notation Language of mathematics Generalising arithmetic Algebraic substitution Collecting like terms Product and quotient simplification.</p> <p>Algebra Expansion</p>	<p>The Ancient World Key Concepts: Time, Space, and Place Related Concepts: Civilization, Culture, Significance Global Context: Orientation in time and space Statement of Inquiry: Ancient civilizations provided significant contributions and ideas that are connected to today's world. Inquiry Questions:</p> <ul style="list-style-type: none"> - Factual: What are primary and secondary sources? - Conceptual: Which ancient innovations influenced modern society? - Debatable: How has ancient innovations affected our modern lives? <p>An exploration into the contribution of Ancient Societies to today's world. Through the creation of a museum exhibit students will able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Demonstrate knowledge and understanding of their chosen ancient civilisation and make connections to the modern world <p>Investigate:</p> <ul style="list-style-type: none"> - Formulate a clear and 	<p>Complete the study of systems. Digestive system- organs and functions</p> <p>Physics</p> <p>Forces, Motion, Sound & Light</p> <p>Key Concept: Energy</p> <p>Related Concepts: Form, Movement</p> <p>Statement of Inquiry: Organisms interact with the natural world by transferring matter and energy</p> <p>Forces & Motion Calculate average speeds, including through the use of timing gates. Interpret simple distance/time graphs. Use the distance- time graph to obtain speed, acceleration, momentum and energy/work done by a moving object/body.</p> <p>Student Activity- Plot a distance- time graph of their short journey between multiple points and Interpret it.</p>	<p style="text-align: center;">DRAMA</p> <p>Greek Mythology Made Modern Key Concepts: Creativity and Emotional Connections Related Concepts: Structure and Existing Historical Fact Global Concepts: Character Engagement, Cultural Expression and Historical Connections. Statement of Inquiry: Greek Mythology makes a great basis for the creation of monologues as well as other dramatic performances. Inquiry Questions:</p> <ul style="list-style-type: none"> - Factual: What is Greek Mythology? - Conceptual: What were significant events which took place in Greek History which created the myths we read today? - Debatable: Do these lessons and ideas apply today? Do some of these turning points and tragedies occur today in life? Can you relate? <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Demonstrate Knowledge and Understanding of their chosen God/Goddess in Greek Mythology, and make emotional connections as well as

<p>Explore some of the key literary techniques used by writers, and begin to use them for intended effect. Explain, using accurate terminology, how language is used to create effect - Use the terms 'theme', 'point of view', 'rising tension', 'complication', 'resolution', 'setting', 'symbolism', 'allegory' and 'genre'.</p> <p>Speaking/Listening</p> <p>Explain features of own and others myths</p> <p>Continue to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.</p> <p>Viewing/Presenting</p> <p>Deliberately shape talk for clarity and effect and to engage listener.</p> <p>Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince their audience.</p> <p>Practise speaking fluently and clearly at an appropriate pace and volume.</p> <p>Develop the ability to listen courteously to others and be sensitive to turn taking.</p> <p>Summative Assessment: 1. Re-writing an Ancient myth into the modern day.</p>	<p>Use distributive law to expand and simplify algebraic expressions.</p> <p>Length., mass and capacity</p> <p>Choose suitable units of measurement to estimate, measure, calculate and solve problems in a range of contexts, including units of mass, length, area, volume or capacity.</p> <p>Know that distances in the USA, the UK and some other countries are measured in miles, and that one kilometre is about 5/8 of a mile.</p> <p>Time and rates of change</p> <p>Draw and interpret graphs in real life contexts involving more than one component, e.g. travel graphs with more than one person.</p> <p>AREA</p> <p>Area, perimeter and volume</p> <p>Know the definition of a circle and the names of its parts; know and use formulae for the circumference and area of a circle.</p> <p>Derive and use formulae for the area of a triangle, parallelogram and trapezium;</p> <p>Calculate areas of compound 2D shapes, and lengths, surface areas and volumes of</p>	<p>focused research question and justify its relevance</p> <ul style="list-style-type: none"> - Act as historians discovering how to uncover primary sources, build historical context and form historical interpretations. <p>Think Critically:</p> <ul style="list-style-type: none"> - Synthesises information to make valid arguments - Effectively uses a range of sources to support arguments. <p>Communicate:</p> <ul style="list-style-type: none"> - In a museum exhibit presenting their research to teachers, students, and the wider school community <p>Summative Assessment: four part Ancient History Day Exhibition</p> <ol style="list-style-type: none"> 1. Topic Proposal 2. Thesis Statement 3. Research Checkpoint - Source Analysis 4. Final Museum Exhibit 	<p>Sound</p> <p>Explain the properties of sound in terms of movement of air particles. Recognise the link between loudness and amplitude, pitch and frequency.</p> <p>Activity- students to design an experiment to determine one of the factors that affect the frequency of sounds of guitar strings.</p> <p>Light</p> <p>Use light travelling in a straight line to explain the formation of shadows and other phenomena.</p> <p>Describe how non-luminous objects are seen.</p> <p>Describe reflection at a plane surface and use the law of reflection.</p> <p>Investigate refraction at the boundary between air and glass or air and water. Explain the dispersion of white light.</p> <p>Explain colour addition and subtraction, and the absorption and reflection of coloured light.</p> <p>Student Activity- 1. Draw a Venn diagram to compare and contrast between the Properties of sound and light. 2. Construct a pinhole camera to demonstrate the rectilinear propagation of light.</p>	<p>connections to the modern world.</p> <p>Investigate:</p> <ul style="list-style-type: none"> - Show clear and evident research into respectful god/goddess and their position in Greek Mythology. - Without hindering historical fact, research ways to create a story about your character. <p>Communicate:</p> <ul style="list-style-type: none"> - Through their individual research they must perform a monologue for which they have devised a script and performed to their class. - Their journey through this topic and planning must be shown in their drama journals which will be shown only to the teacher. - Self-evaluation and peer evaluation. <p>Summative Assessment:</p> <ol style="list-style-type: none"> 1. Research and Character analysis. 2. Identifying historical event and devising script based on that particular event. 3. Performing their monologue to their class. 4. Planning process, self-evaluation and peer evaluation to be recorded in drama journal. <p style="text-align: center;">VISUAL ARTS</p> <p>DRAWING- Mythology</p>
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<p>2. Justification 3. Oral presentation</p>	<p>cuboids. Use simple nets of solids to work out their surface area.</p> <p>Assessments</p> <p>1. In Class Project on Finance Mathematics</p> <p>Skills- Thinking, Communication, Self-management, Research</p> <p>Criteria: Knowledge and Understanding, Analysis and Application</p> <p>Due: 24/04/18 (Week 2)</p> <p>2. Algebra Test</p> <p>Chapter 2-Algebraic operations Chapter 4-Algebraic expansion Chapter 8-Indices-algebraic products and quotients in index notation</p> <p>Skills- Thinking, Communication</p> <p>Criteria: Knowledge and Understanding, Application</p> <p>Due; 25/05/18 (Week 6)</p> <p>3. Investigation and interpretation of graphs/Areas</p> <p>Skills- Thinking, Communication, Social(Collaboration)</p> <p>Due date:15/06/18 (week 9)</p> <p>This mark will be included in the semester 2 report.</p>		<p>3. Demonstrate reflection, diffraction, refraction and dispersion of light using the light box kit.</p> <p>Magnetism Describe the properties of magnets. Recognise and reproduce the magnetic field pattern of a bar magnet</p> <p>Student Activity :</p> <ol style="list-style-type: none"> 1. Construct an electromagnet 2. Determine factors that affect the strength of an electromagnet <p>Assessment</p> <p>1.Video Presentation: Circulatory System</p> <p>Due :27/04/18</p> <p>2. Test: Respiratory, Digestive and Circulatory system -30 multiple choice questions</p> <p>Due:11/05/ 18</p> <p>3. Design Experiment: Students are to design an experiment to find a factor that affects the period of a pendulum They are also to demonstrate their understanding of how energy changes within the system of a moving pendulum.</p>	<p>Students will begin with studying the formation for observational drawing using the various wet and dry mediums available to them. They will develop skills necessary to accurately represent what they see. Once these skills have been developed they will move onto the interpretation of an artform and how to create interesting and aesthetically pleasing artworks.</p> <p>Theme: Mythology and the creation of characters.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. 30 day drawing journal 2. Artist Research 3. Visual Art Process Diary 4. Final Piece Artwork <p style="text-align: center;">MUSIC</p> <ul style="list-style-type: none"> • Theory : *Time signatures *Tones & Semitones *Intervals *Major Scales & Scale Degrees • Music Element: *Harmony - The primary triads *Rhythm - Tempo (Italian musical terms)
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				LANGUAGES
				CHINESE STUDIES
		<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>The unit focuses on techniques and tactics involved in offensive and defensive play in net/wall games. This is accomplished through developing an understanding of the off-the-ball movement and on-the-ball skill required in a variety of tactical situations.</p> <ul style="list-style-type: none"> · Students will learn and demonstrate the fundamentals of volleyball: <ul style="list-style-type: none"> o Offensive skills, Serve, Dig, Set, Spike o Defensive, Blocking, court coverage · Students will develop teamwork, communication, and coordination skills. · Students will apply the concepts of body awareness, time, space, direction, and force 		<p>Contents: Vegetables and Fruits, Three Meals a Day, Eating Out</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> · Express likes and dislikes for various objects · Two verbs may be used together in Chinese without an indefinite article, for example: 我喜欢吃 · The importance of food in Chinese culture · How to inquire about prices · Become familiar with the uses of 太 and 很, their meanings are similar but the extent or tone with 太 is stronger. The structure works like this: 太 + adjective + 了, whereas 很 + adjective · Become familiar with the interchange ability in spoken Chinese between 元 and 块 to describe units of currency

to movement.

- Students will demonstrate appropriate behavior throughout the unit by encouraging teammates, working together and helping those peers who are less capable in certain skill areas.

Skills:

- Identify various vegetables and fruits
- Know “还是” -or, is used in question and “或者” - or, is used in statement
- Identify and describe various Chinese dishes and western food

Cultural focus:

- Chinese restaurants often serve a platter of fruit at the end of the meal.
- Chinese dining table culture
- In conversation and speech, 块 is used more often

FRENCH STUDIES

Unit 2- En forme! (Revision)
Unit 3- On se relaxe!
Unit 4- Tous les jours.

- Context:**
 Health
 Fitness
 TV and cinema
 Going out
 Leisure activities
- Grammar:**
 revision of gender and plurals
 imperative
 perfect tense
 aller + infinitive
 modal verbs – *pouvoir, vouloir, devoir*
 Jouer à/ jouer de-du-de la- de l'
 Frequency adverbs
 Reflexive verbs
- Language learning:**
Understanding a text with unfamiliar language
Translating idioms
Using connectives
Listening for gist and details
Talk about/ ask someone about daily routine
Write a longer description
- Pronunciation**

				<p>Sounding French Accents Sound-spelling exceptions</p> <ul style="list-style-type: none">• Cultural focus French idioms featuring parts of the body Popular sports in France TV Channels The 24-hour clock French "football"
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