













YEAR 8

AT A GLANCE



The Year 8 Tutorial Program covers topics designed to enhance students learning, social awareness and expand emotional development. In Semester 1, the theme is 'Myself and others'. Students complete a series of activities to help them become aware of positive expectations at school and with peers. Students develop a set of personal and academic learning goals that are reflected on in the following terms. They explore strategies for fostering positive and respectful relationships at school and with family. Students discuss bullying. During Semester 2 students participate in their philanthropic project entitled random acts of kindness. During Term 4, students begin the transition to Year 9 by setting goals.

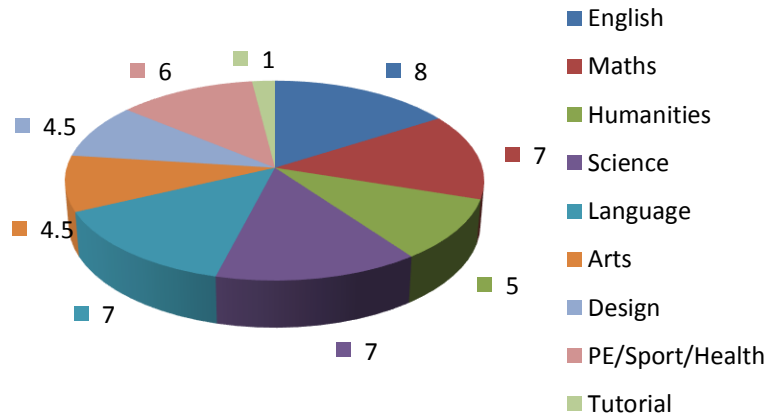
 ENGLISH (Y)	 MATHS (Y)	 SCIENCE (Y)	 HUMANITIES (Y)
Students develop their ability to think, listen, read, view, speak and write in a wide range of contexts. They compile a writing folio, participate in a wide reading programme, explore issues and study written and film texts. This furthers their understanding of how language works.	Students study topics including integers, percentages, fractions, indices, ratio and rates, measurement and algebra. Concepts are revised and extended and negative numbers and solving equations are introduced and integrated into the relevant topics. Use of calculators and technology is encouraged.	Students build on skills developed in Year 7. They investigate the composition of matter, including particle theory. They look at cells and processes in biological sciences. They discover how electrical circuits work, experimenting with charges and resistances. Students explore the body systems including health and disease. They investigate energy and explore the periodic table looking at elements, compounds, mixtures, atoms and molecules.	Student's geographical skills and understanding are developed through the study of Australia and the world around us. Areas of focus include the impacts on human environments of natural disasters such as volcanoes and earthquakes, the Asia-Pacific region and rainforests. Student's historical skills and understanding are built through the study of medieval civilisations.
 VISUAL ART (Y)	 PE (Y)	 HEALTH (Y)	 Languages (Y)
Students explore the technique of printmaking and how to use positive and negative space to create compositions. They build on their understanding of art making processes, documenting their thinking in their visual diary. Students also explore abstract art through painting, use colour to create emphasis and work with shapes and depth.	Students perform a variety of movement patterns in a wide range of individual and team activities. They participate in activities aimed at improvement in throwing, catching and movement strategies. Students are expected to work in both individual and group situations.	Students are introduced to the topic of harm minimisation strategies for adolescents. Students work both individually and in groups to discuss, research and present information on; outdoor safety, first aid, alcohol, drugs and other social risks. Students are introduced to the physical, social and emotional development of adolescents.	Students participate in the creation and maintenance of the language and cultural ambience in the classroom. They interact with a variety of speakers of the language. Students express their views and values in relation to simple scenarios or propositions. Students read more advanced texts.
 PRODUCT DESIGN (S)	 TEXTILES (S)	 FOOD (S)	 VCD (S)
Students produce two projects. These are Ssalad servers and an eco lamp. They are assessed on three criteria: Investigating and designing- exploring existing designs and developing their own design ideas; Producing- utilising a range of materials, processes and techniques to produce their own design; Analysing/Evaluating- students analyse and reflect their work.	Students develop skills in using a sewing machine safely through a series of samplers. They gain an understanding of the production process by making their own iPad or phone case design and other textile articles. Students study the characteristics and function of fabric through research tasks.	Students explore food choices using the food models as a tool. Students also follow the design brief process through investigation, design, production and evaluation to make decisions on healthy food choices. A variety of production exercises will encourage the students to work individually and in groups to develop skills and team work.	Students are introduced to the basic 2D and 3D skills and techniques. They complete a variety of exercises using a range of media and learning to satisfy the communication requirement.

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No. of periods per fortnight



ICT: iPad Program

Students use iPads in class and at home to support their learning. Access to technology in the one to one program enables engagement with the learning process in new and creative ways. Students become increasingly skilled at using technology to access and present information; to problem solve; and to work collaboratively.

Information systems that support communications with families and students:

The school utilises two main information platforms to communicate with families and students. Compass is used to communicate regarding upcoming events, reports and process on line payments.

My Northcote High is a learning management system that allows students to access class resources at any time and track student work completion and progress.

Compass



The Year 8 Level Experience is complemented by the following activities:

Camp

All Year 8 students at Northcote High School attend a four day camp. The camp provides students with an opportunity to bond with their year level in a relaxed setting and the chance to develop friendships beyond the classroom.

Whole-year level experience

Year 8 students attend performances and workshops designed to support learning in the tutorial program curriculum learning. These performances also assist students to connect as a year level.

Feedback

Feedback to students and parents occurs both formally and informally.

Informal feedback occurs through teacher observations and verbal and written comments in response to learning activities. It involves identifying points of strength and weakness and as well as outlining the next steps in learning for the student.

Formal feedback comprises:

- a grade point average based on learning behaviours completed at Week 6 and Week 12 in each semester
- online feedback on up to 3 learning tasks (Common Assessment Tasks for Years 7 to 10 and Outcomes for VCE) per semester that identifies standards demonstrated and next steps in learning for the student.
- formal semester reports provided at the end of Terms 2 and 4.
- a parent-student-teacher interview each semester at the end of Terms 1 and 3 that allows face to face conversations about student performance.