Warrawong High School
Course Learning and Assessment Overviews

Year 8

Term 2 – Weeks 2 – 4

All student work can be submitted via:

1. Course Online Platform (Google Classroom or Microsoft Teams)

2. Email to Course Teacher Contact

3. Hand Deliver to Warrawong High School front office

4. Post to:

   Warrawong High School
   127 Cowper Street,
   Warrawong   NSW 2502

Course: 8 English   **Google Classroom Code: uk62o2d**

Teacher Contact: 8.1 – *Daenell*, 8.2 – *Blomer*, 8.3 – *Woods*, 8.4 – *Ray/Mihalopoulos*, 8.5 – *Truebody/Napier*

| Topic: Introduction to Shakespeare				
Syllabus Outcomes: EN4-1A – responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-3B – uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-5C – thinks imaginatively, creatively, interpretatively and critically about information, ideas and arguments to respond to and compose texts				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** Rubric and Basic Facts **Summary of learning:** To know what you will be learning about throughout this unit of work and to know who Shakespeare is and what his life was like.	**Learning Focus:** Shakespeare's Context and the Elizabethan Playhouse. **Summary of learning:** To know what life was like when Shakespeare was alive and to know what theatre was like when Shakespeare first wrote his plays.	**Learning Focus:** The Globe Theatre. **Summary of learning:** To know what the Globe Theatre was.	**Activity Title:** Formative Assessment Activity #1 Introduction to Shakespeare **Activity Expectation:** Students are to complete a portfolio of 3 tasks:
Classwork	**Outline:** Students will read through the Rubric information and Basic Facts information. Students will complete associated activities labelled 'Activity 1: Rubric' and 'Activity 2: Basic Facts'. **Resources:** Activity booklet for Weeks 2-4 Google Doc or classwork book.	**Outline:** Students will read through the Shakespeare's Context information and Elizabethan Playhouse information. Students will complete associated activities labelled 'Activity 3: Shakespeare's Context' and 'Activity 4: The Elizabethan Playhouse'. **Resources:** Activity booklet for Weeks 2-4 Google Doc or classwork book.	**Outline:** Students will read through 'The Globe Theatre' information. Students will complete associated activities labelled 'Activity 5: The Globe Theatre'. **Resources:** Activity booklet for Weeks 2-4 Google Doc or classwork book.	• A Brainstorm- a visual representation of your understanding. • A Labelling Activity – a visual representation of your understanding • Short answer questions that evidence your understanding of Shakespeare and his context **Due Date:** Friday, 22nd May, 2020
Submittable Activities	**Activity:** Complete 'Activity 2: Basic Facts' questions. Submit through Google Classroom or email to amanda.simpson13@det.nsw.edu.au **Due date: Friday, 8th of May**	**Activity:** Complete 'Activity 4: The Elizabethan Playhouse' questions. Submit through Google Classroom or email to amanda.simpson13@det.nsw.edu.au **Due date: Friday, 15th of May**		**Syllabus outcomes being assessed:** EN5-4C

Course: 8 Mathematics Aspire   **Mathematics Google Classroom Code: z73zqza**

Teacher Contact: Ms Collins (janelle.collins@det.nsw.edu.au)

Topic:				
Syllabus Outcomes: MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols MA4-2WM applies appropriate mathematical techniques to solve problems EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** Completion of equations topic, including formative assessment tasks. Sudoku and Equations Checkpoint **Summary of learning:** Students will complete problem solving with equations, design a Sudoku learning activity for other students and check their understanding of solving one and two step equations with a checkpoint quiz.	**Learning Focus:** New topic, Pythagoras' Theorem. Research Pythagoras' life, culture and mathematics. Introduction to right-angled triangle side length calculations. **Summary of learning:** Students will complete a written research task on Pythagoras and his life and develop skills with calculators to use Pythagoras' Theorem.	**Learning Focus:** Completion of introduction exercise in textbook, using a calculator with square roots, using Pythagoras' Theorem to find lengths of sides on right-angled triangles. **Summary of learning:** Students will develop confidence in using Pythagoras' Theorem to find unknown lengths of side on right-angled triangles using a calculator.	**Activity Title:** <mark>Design a Sudoku</mark> **Activity Expectation:** **Create a Sudoku suitable for another student to revise solving equations.** **Due Date:** 8/5/20 **Syllabus outcomes being assessed:** MA4-10NA, MA4-1WM
Overview	**Outline:** Students must complete all work from the last 3 weeks and submit work for review by the teacher. **Resources:** Freefall Equations and Inequations Extension work from Textbook Sudoku	**Outline:** Students must complete all assigned work for this week and complete any outstanding work from Week 2. **Resources:** Pythagoras' Theorem Project Booklet Maths Quest Text Book Chapter 5 Worksheets.	**Outline:** Students must complete assigned work using a calculator to find lengths of sides on right-angled triangles. **Resources:** Pythagoras' Theorem Project Booklet Maths Quest Text Book Chapter 5 Worksheets.	**Activity Title:** <mark>Equations checkpoint quiz</mark> **Activity Expectation:** Complete quiz in time allocated. (20 minutes) **Due Date:** 8/5/20

| Submittable Activities | Activity: Submit work on problem solving from Ex 6F
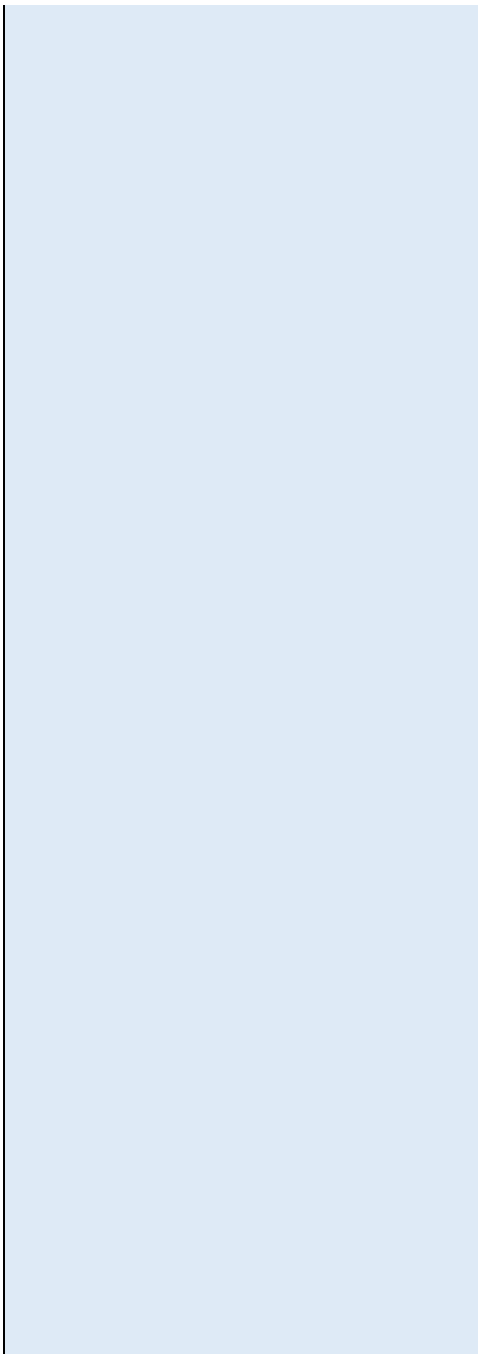
Due date: 8/5/20 | | Activity: Squares and Square Roots Ex 5C – Finding a Shorter Side.

Due date: 23/5/20 | **Syllabus outcomes being assessed:** MA4-10NA

Activity Title: <mark>**1-2 page written research task on Pythagoras**</mark>.

Activity Expectation: Research thoroughly, write information according to the Activity in the Project Booklet and submit.

Due Date: 16/5/20
Syllabus outcomes being assessed: MA4-1WM, EN4-5C

Activity Title: <mark>**Calculator Use and Rounding.**</mark>

Activity Expectation: Demonstrate skills in using the calculator

Due Date: 16/5/20
Syllabus outcomes being assessed: MA4-4NA

Activity Title: <mark>**Shortest Route Activity**</mark>

Activity Expectation: Follow instructions for the task, complete diagram and calculations.

Due Date: 23/5/20 or Week 5
Syllabus outcomes being assessed: MA4-16MG, MA4-1WM, MA4-2WM |

Course: 8.2 Mathematics   **Google Classroom Code: tpytjuq**

Teacher Contact: A. Crockett

Topic:				
Syllabus Outcomes: MA4-8NA generalises number properties to operate with algebraic expressions MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** Extension to complete work issued in Term 1 – Week 10, Week 11 and Term 2 – Week 1 **Summary of learning:** To give students extra time and help to complete work issued last term	**Learning Focus:** Extension to complete work issued in Term 1 – Week 10, Week 11 and Term 2 – Week 1 **Summary of learning:** To give students extra time and help to complete work issued last term	**Learning Focus:** Formative assessment of understanding of equations and ineqautions **Summary of learning:** Students understand how to: operate with algebraic expressions and use algebraic techniques to solve simple linear equations.	**Activity Title:** • WorkSHEET 4.3 Algebra • Test Yourself Chapter 4 Algebra • WorkSHEET 6.1 Equations • WorkSHEET 6.2 Equations • Test Yourself Chapter 6 Equations **Activity Expectation:** Complete each activity **Due Date:** Monday 25 May, 2020 **Syllabus outcomes being assessed:** MA4-8NA, MA4-10NA
Overview	**Outline:** Students to complete pages as instructed in **"Year 8 Mathematics Topic 2 – Equations and Inequations Instructions"** in **"Freefall 8 Mathematics – Equations and Inequations"** available as a hardcopy or pdf download in Google Classroom. **Resources:** • Year 8 Mathematics Topic 2 – Equations and Inequations Instructions • Freefall 8 Mathematics Equations and Inequations booklet	**Outline:** Students to complete pages as instructed in **"Year 8 Mathematics Topic 2 – Equations and Inequations Instructions"** in **"Freefall 8 Mathematics – Equations and Inequations"** available as a hardcopy or pdf download in Google Classroom. **Resources:** • Year 8 Mathematics Topic 2 – Equations and Inequations Instructions • Freefall 8 Mathematics Equations and Inequations booklet	**Outline:** Students to complete **WorkSHEET 4.3 Algebra** **Test Yourself Chapter 4 Algebra** **WorkSHEET 6.1 Equations** **WorkSHEET 6.2 Equations** **Test Yourself Chapter 6 Equations** available as a hardcopy or pdf download in Google Classroom. **Resources:** •WorkSHEET 4.3 Algebra •Test Yourself Chapter 4 Algebra •WorkSHEET 6.1 Equations •WorkSHEET 6.2 Equations •Test Yourself Chapter 6 Equations	
Submittable Activities		**Activity:** Completed Freefall 8 Mathematics Equations and Inequations booklet **Due date: Monday 25 May 2020**		

Course: 8.3 Mathematics   **Google Classroom Code: mkplmoi**

Teacher Contact: Ms Fatima Saad.   Fatima.saad16@det.nsw.edu.au

Topic:				
Syllabus Outcomes: MA4-2WM applies appropriate mathematical techniques to solve problems MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** • Integers • Equations with expansions **Summary of learning:** 1. To be able to add together both positive and negative numbers, using a number line. 2. To be able to expand brackets. 3. To be able to solve equations using inverse operations (opposite operations).	**Learning Focus:** • Equations with expansions **Summary of learning:** 1. To be able to expand brackets. 2. To be able to solve equations using opposite operations (inverse operations).	**Learning Focus:** • Inequations • Substitution **Summary of learning:** 1. To be able to graph inequations on a number line. 2. To be able to solve inequations	**Activity Title:** Assessable activity 1 (page 17 and 18 of the booklet) **Activity Expectation:** Complete the questions and submit them to the Google classroom. **Due Date:** Monday the 18th of May 2020
Overview	**Outline:** 1. Read all worked examples as well as the information provided at the beginning of each exercise to help you understand how to do the questions. **Resources:** 1. Google Classroom 2. Student instructions sheet breaking up the booklet into lessons 3. PDF of Term 2 Weeks 2-4 Mathematics booklet. 4. YouTube videos on some of the topics (will be posted on Google Classroom). If you **do not have internet access, the YouTube videos will contain similar information to**	**Outline:** 1. Read all worked examples as well as the information provided at the beginning of each exercise to help you understand how to do the questions. **Resources:** 2. Google Classroom 3. Student instructions sheet breaking up the booklet into lessons 4. PDF of Term 2 Weeks 2-4 Mathematics booklet. 5. YouTube videos on some of the topics (will be posted on Google Classroom). If you **do not have internet access, the YouTube videos will contain similar information to**	**Outline:** 1. Read all worked examples as well as the information provided at the beginning of each exercise to help you understand how to do the questions. **Resources:** 2. Google Classroom 3. Student instructions sheet breaking up the booklet into lessons 4. PDF of Term 2 Weeks 2-4 Mathematics booklet. 5. YouTube videos on some of the topics (will be posted on Google Classroom). If you **do not have internet access, the YouTube videos will contain similar information to**	**Syllabus outcomes being assessed:** MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations MA4-2WM applies appropriate mathematical techniques to solve problems **Activity Title:** Assessable activity 2 (page 31 and 32 of the booklet) **Activity Expectation:**

	the worked examples provided, in a video format.	the worked examples provided, in a video format.	the worked examples provided, in a video format.	Complete the questions and submit them to the Google classroom. **Due Date:**
Submittable Activities	Submit pages 1 -12. You can submit your work via the Google document allocated to you in the Google classroom, by taking photos of your work and adding it to that Google document. Go to the classwork tab, click on Term 2 Week 2. Once you complete the tasks for the week, take photos of your work and add them to the google document with your name on it. Click 'Turn in'/'Hand in'. **Due Monday 11th of May 2020**	Submit pages 13 – 22, including the assessable activity on page 17 and 18. You can submit your work via the Google document allocated to you in the Google classroom, by taking photos of your work and adding it to that Google document. Go to the classwork tab, click on Term 2 Week 3. Once you complete the tasks for the week, take photos of your work and add them to the google document with your name on it. Click 'Turn in'/'Hand in'. **Due Monday the 18th of May 2020**	Submit pages 23 – 32, including the assessable activity on page 31 and 32. You can submit your work via the Google document allocated to you in the Google classroom, by taking photos of your work and adding it to that Google document. Go to the classwork tab, click on Term 2 Week 4. Once you complete the tasks for the week, take photos of your work and add them to the google document with your name on it. Click 'Turn in'/'Hand in'. **Due Monday the 25th of May 2020**	Monday the 25th of May 2020 **Syllabus Outcomes:** MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations MA4-2WM applies appropriate mathematical techniques to solve problems

Course: 8.4 Mathematics 　　　　　　　　　　　　　　　　　**Microsoft Teams – 8Mat4**

Teacher Contact: Mr McKee (email: *robert.s.mckee@det.nsw.edu.au*)

Topic:				
Syllabus Outcomes: **MA4-10NA** **MA4-17MG**				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** Complete previous work on Equations and Inequations. **Summary of learning:** Develop knowledge and skills about Equations and Inequations.	**Learning Focus:** Complete questions on Length and Perimeter and Circumference of a circle as instructed. **Summary of learning:** Develop knowledge and skills about Length and Perimeter and Circumference of a circle.	**Learning Focus:** Complete questions on Area and Areas of special quadrilaterals as instructed. **Summary of learning:** Develop knowledge and skills about Area and Areas of special quadrilaterals.	**Activity Title:** Equations and Inequations **Activity Expectation:** Complete and submit all exercises as outlined **Due Date:** 8th May 2020 **Syllabus outcomes being assessed:** MA4-10NA **Activity Title:**
Overview	**Outline:** 1 - Catch-up on any missed work from Term 1 and Term 2, week 1 on Equations and Inequations. **Resources:** Previously issued worksheets on Equations and Inequations. Also available on class Team.	**Outline:** Answer the following questions • Ex4A – Q1 to Q9 • Ex4B – Q1 to Q9. **Resources:** Measurement and Introduction to Pythagoras Theorem Textbook Pages. Also available on class Team.	**Outline:** Answer the following questions • Ex4C – Q1 to Q8 • Ex4D – Q1 to Q5. **Resources:** Measurement and Introduction to Pythagoras Theorem Textbook Pages. Also available on class Team.	Exercise Questions completed. **Activity Expectation:** Complete and submit all exercises as outlined **Due Date:** 15th May 2020 **Syllabus outcomes being assessed:** MA4-17MG **Activity Title:** Exercise Questions completed. **Activity Expectation:** Complete and submit all exercises as outlined
Submittable Activities	**Activity:** All completed work should be submitted to the class Team through Assignments as Scanned or Photographed files. Or Submitted on paper to the school. **Due date: 8th May 2020**	**Activity:** All completed work should be submitted to the class Team through Assignments as Scanned or Photographed files. Or Submitted on paper to the school. **Due date: 15th May 2020**	**Activity:** All completed work should be submitted to the class Team through Assignments as Scanned or Photographed files. Or Submitted on paper to the school. **Due date: 22nd May 2020**	**Due Date:** 22nd May 2020 **Syllabus outcomes being assessed:** MA4-17MG

Course: 8.5 Mathematics   **Google Classroom Code: kg2xhcg**

Teacher Contact: Mrs Maria PESTANA   Email: maria.pestana@det.nsw.edu.au
                                                Ph: (02)42740707   Ext: 114 (Mathematics Faculty)

Topic: Pythagoras' Theorem				
Syllabus Outcomes: **MA3 – 15MG:** manipulates, classifies and draws two-dimensional shapes, including equilateral, isosceles and scalene triangles and describes their properties. **MA4 – 1WM:** communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols. **MA4 – 2WM:** applies appropriate mathematical techniques to solve problems. **MA4 – 16MG:** applies Pythagoras' Theorem to calculate side lengths in right angled triangles, and solves related problems.				
Week	**2** (4/5/20 – 8/5/20)	**3** (11/5/20 – 15/5/20)	**4** (18/5/20 – 22/5/20)	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** 1. Review what was learnt from 1st Learning Pack by completing "Equations Checkpoint Sheet". 2. Become familiar with different types of triangles and how they are classified. **Summary of learning:** To distinguish between the different triangle classifications and conventions for labelling triangles.	**Learning Focus:** 1. Practise calculator skills needed for the topic (Pythagoras' Theorem). 2. Labelling right angled triangles. 3. Introducing Pythagoras' Theorem **Summary of learning:** 1. To use calculator to 'square' and 'square root' numbers including rounding where necessary. 2. To learn to correctly label a right angled triangle in terms of relevance to Pythagoras' Theorem.	**Learning Focus:** 1. Practise calculating Hypotenuse using Pythagoras' Theorem. 2. Practise calculating short sides using Pythagoras' Theorem. 3. Distinguish between the two types of calculations. **Summary of learning:** To calculate hypotenuse and short side of right angled triangles using Pythagoras' Theorem and distinguish between the two types of calculations.	**Activity Title:** 1. Year 8 Equations Checkpoint (pg 1 – 2) 2. SECTION A: Exercise C (pgs 17 – 18) 3. SECTION B: Exercise E (pgs 36 – 39), Exercise F (pgs 41 – 43), Exercise H (pgs 47 – 49) **Activity Expectation:** Complete each exercise referring to examples provided in the 2nd Learning Pack.

Overview	**Outline:** Work through the 2nd Learning Pack, reading all explanations and examples. Use the weekly breakdown and dates as a guide to pace your learning			**Due Date:** If submitting online, you may submit each assessable activity as you complete it via one of the contact methods included above.

				Alternatively all activities must be submitted with your completed 2nd Learning Pack on **Mon 25/5/20**
	Resources: The 2nd Learning Pack along with pens, pencils, ruler and calculator are all the resources you will need for this topic. The information contained in the 2nd Learning Pack is also available on Google classroom (see above) or via email upon request.			**Syllabus outcomes being assessed:** MA3 – 15MG
Submittable Activities	**Activity:** Completed 2nd Learning Pack **Due date:** Mon 25/5/20			MA4 – 1WM MA4 – 2WM MA4 – 16MG

Course: 8 PDH **Google Classroom Code: yphech4**

Teacher Contact: 8A Miss Simi , 82 Mr McCarthy, 8.3 Mr Sovrano 8.4 Mr Sovrano 8.5 Mr Davis

Topic: Eat Right Stay Strong				
Syllabus Outcomes: **PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity **PD4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** Starting to learn the new words and terms in the topic Healthy Eating. **Summary of learning:** Starting the topic by seeing what you know already and want you want to learn about. New words and terms of the topic. Components of health	**Learning Focus:** Wellbeing and links to healthy eating **Summary of learning:** You will identify the factors of wellbeing. Read and answer questions on a scenario to see the relationship between factors of a person's wellbeing.	**Learning Focus:** Australian Guide to Healthy Eating **Summary of learning:** Explore the healthy eating plate, summaries the Guidelines for healthy eating. Read Contextual Factors and answers questions along with the scenario on Adam to increase understanding of this in peoples life's.	**Activity Title:** Wellbeing **Activity Expectation:** Read Scenario and Answer questions **Due Date:** Friday week 3 15/5/20
Overview	**Outline:** 1. Brainstorm what you know and list want you want to learn 2. Research definitions and place into a sentence 4. Components of Health, Read and Match **Resources:** **1.**Eating well Brainstorm, What you want to learn – **Worksheet** **2.**Research definitions and place into a sentence **- Internet and Worksheet** **3**. Components of Health, Read and Match- **Worksheet**	**Outline** 1. Identify the factors of Wellbeing 2. Read scenario 3. Answer questions on the scenario **Resources:** **1.** Identify the factors of Wellbeing – **Worksheet** **2.** Read scenario – **Worksheet** **3.** Answer questions – **Worksheet / Internet to search for word meanings if you are unsure.**	**Outline** 1. Explore the Healthy eating plate and answer questions 2. Access the QR code on Guidelines for Healthy Eating and summaries the Guidelines 3. Read Contextual Factors and answer questions 4. Read Scenario on Adam and answer questions. **Resources:** **1.** Healthy eating plate categories - **Worksheet** **2.** Guidelines for Healthy Eating – **Internet and worksheet** **3.** Contextual Factors –**Worksheet Questions** **4.**Scenario – **Worksheet and Internet**	**Syllabus outcomes being assessed:** **PD4-6** **PD4-7**
Submittable Activities		Wellbeing: Scenario answers. Due date: **Friday week 3 15/5/20**		

Course: 8 Science   **Microsoft Teams Code: dubvoil**

Teacher Contact: 8.1 Kalaz 8.2 Walker 8.3 Saad 8.4 Walker 8.5 Windsor

Topic:				
Syllabus Outcomes: **SC4-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them **SC4 - 7WS** processes and analyses information from a first-hand investigation and secondary sources, to identify trends patterns and relationships and draw conclusions.				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** What are the different types of energy **Summary of learning:** 1. Identify different forms of energy 2. Describe their characteristics	**Learning Focus:** How can energy be convert from one form to another **Summary of learning:** 1. Identify energy conversions 2. Draw flow diagrams to represent conversion	**Learning Focus:** Sound and Light Energy **Summary of learning:** 1. Identify properties of sound and light energy 2. Recognise the wave nature of sound and light energy	**Activity Title:** Sound and Light Energy (Week 4) **Activity Expectation:** Successful Completion **Due Date:** 22 May 2020
Overview	**Outline:** 1. Read KISS booklet. Pages 1 - 4 2. Complete Worksheets 1 and 2 **Resources:** KISS Yr8 Energy booklet	**Outline:** 1. Read KISS booklet. Pages 5 – 6 2. Complete Worksheet 3 3. Complete discussion / activity 1 Booklet Page 6 **Resources:** KISS Yr8 Energy booklet	**Outline:** 1. Read booklet. Pages 7 – 10 2. Complete Worksheets 4 and 5 3. Complete discussion/activity 2. Page 11 **Resources:** KISS Yr8 Energy booklet	**Syllabus outcomes being assessed:** SC4 – 7WS
Submittable Activities	**Activity:** Use the KISS booklet to answer the questions. Upload worksheet copies to google classroom **Due date:** Friday Week 2 – 8 May	**Activity:** Use the KISS booklet to answer the questions. Upload worksheet copies to google classroom **Due date:** Friday Week 3 – 15 May	**Activity:** Use the KISS booklet to answer the questions. Upload worksheet copies to google classroom **Due date:** Friday Week 4 – 22 May	

Course: 8 Geography **Google Classroom Code: ukx36sa**

Teacher Contact: 8.2 – Ms Hajazi, 8.3 – Mr Mendygral/ Ms Hajazi, 8.4 – Mr Vatovec, 8.5 – Mr Mascetti

Topic: **Interconnections**				
Syllabus Outcomes: **GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8**				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** Peoples' Connection to Places. **Summary of learning:** what shapes people's perceptions of places and how this influences their connections to places	**Learning Focus:** Tourism **Summary of learning:** the effects trade, transport, information and communication technologies have on linking people to other people and places	**Learning Focus:** Technology **Summary of learning:** how production, recreation, travel effect people and places and the sustainability of this	**Activity Title:** New Unit for Term 2: Interconnections **Activity Expectation: Read all materials in activity pack and give well-considered and detailed responses to the questions**
Overview	**Outline:** **Resources:** Resources can be found on the HSIE Year Group 8 Google Classroom or in the Activity Pack provided by the school			**Due Date: Monday, May 25th, 2020**
Submittable Activities	**Activity:** Read pages 282 – 283 of the Textbook (Oxford Insight Geography) and answer questions 1-3 in Review 9.1.1 **Due date: 5/5/2020** **Activity:** Read passages on the pages marked 1 to 4 and answer accompanying questions **Due date: 6/5/2020** **Activity:** read pages 284 – 285 of the Textbook and answer questions 1-3 in Review 9.1.2 on worksheets provided **Due date:7/5/2020** **Activity:** read pages 286 – 289 of the Textbook and answer questions 1-3 in Review 9.1.3 on worksheets provided **Due date:8/5/2020**	**Activity:** read pages 298 – 299 of the Textbook and answer questions 1-3 in Review 9.1.8 on worksheets provided **Due date:11/5/2020** **Activity:** read pages 300 – 301 of the Textbook and answer questions 1-3 in Review 9.1.9 on worksheets provided **Due date:13/5/2020** **Activity:** read pages 302 – 303 of the Textbook and answer questions 1-3 in Review 9.1.10 on worksheets provided **Due date:15/5/2020**	**Activity:** read pages 308 – 311 of the Textbook and answer questions 1-3 in Review 9.2.1 on worksheets provided **Due date: 18/5/2020** **Activity:** read pages 312 – 313 of the Textbook and answer questions 1-3 in Review 9.2.2 on worksheets provided **Due date:20/5/2020** **Activity:** read pages 314 – 315 of the Textbook and answer questions 1-3 in Review 9.2.3 on worksheets provided **Due date:22/5/2020**	**Syllabus outcomes being assessed: GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8**

Course: 8 ITALIAN   **8.1 Google Classroom Code: q5dw3yr**   **8.2 Google Classroom Code: c44rneh**

8.3 Google Classroom Code: tt2xssb   **8.4 Google Classroom Code: s33xgkc**

8.5 Google Classroom Code: gc43pyp

Teacher Contact: Ms C Carvana

Topic:				
Syllabus Outcomes: *LIT4-8U, LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, (LIT4-5U*Internet usage)*				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** Italian dining etiquette & Traditional Italian food brands **Summary of learning:** Students learn to appreciate the diverse customs and traditions in regard to dining in Italy VS Australia	**Learning Focus:** Traditional Italian foods/meals/drinks **Summary of learning:** Students develop an understanding of some typical Italian meals/dishes	**Learning Focus:** Language for Italian foods and drinks **Summary of learning:** Students develop their contextual vocabulary language for common Italian foods and drinks.	**Activity Title:** Year 8 Term 2 Food Advertisement Poster **Activity Expectation:** Students advertise Weekly Special Italian of foods & drinks on sale
Overview	**Outline:** Students to complete the classwork assignment titled: "Italian dining etiquette Fill the gaps activity and food brands research activity" **Resources:** **Worksheets located in Week 2 Assignment section of Google Classroom** **OPTIONAL: Your pantry/ Supermarket pamphlet or website**	**Outline:** Students complete the classwork assignment titled: Euroclub website foods comprehensions with worksheets 1 and 2 **Resources:** Worksheets located in Week 3 Assignment section of Google Classroom	**Outline:** Students complete classwork assignment titled: Italian foods and drinks. Interpret infographic sheets provided by teacher and complete crosswords/ find-a-words etc in pack. **Resources:** Worksheets located in Week 4 Assignment section of Google Classroom	**Due Date: 22/5/20** **Syllabus outcomes being assessed: LIT4-4C**
Submittable Activities	**Activity:** Students complete the worksheet titled: **"Un po' d'Italia al supermercato".** At bottom of that page, add two sentences about something interesting you found about Italian etiquette. **Due date: 11/5/20**	**Activity: 8 Aspire only** **Students create a VENN Diagram to demonstrate the similarities and differences of Italian Foods on a GoogleSlide/ Draw on paper (A-E grade)** **Due date: 18/5/20**	**Activity:** Food Advertisement Poster completed and uploaded OR returned by **Due date: 25/5/20**	

Course: 8 MUSIC   **Google Classroom Code: qxcl4nz**

Teacher Contact: *Mr Harrison/Mrs Rath*

Topic:				
Syllabus Outcomes: 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	**Learning Focus:** *Origins of Rock and Roll* **Summary of learning:** Students will develop and understanding of the beginnings of Rock and Roll Music	**Learning Focus**: British Invasion and Soul Music **Summary of Learning:** Students will continue to develop their understanding Rock music and it's various sub genres	**Learning Focus:** Punk Music and Disco **Summary of Learning:** Students will continue to develop their understanding Rock music and it's various sub genres	**Activity Title:** ROCK MUSIC BOOKLET **Activity Expectation:** Complete Activities 1, 2, 4, 5, 8 and 9. Of booklet. *Additional activities are optional*
Overview	**Outline:** *1 'How Did Rock and Roll Begin'?* *2. 'The King of Rock and Roll'* **Resources:** *Paper copy Rock and Roll booklet is in your learning pack AND available on Google Classroom*	**Outline**: 4. 'British Invasion' 5. Soul Music Resources: *Paper copy Rock and Roll booklet is in your learning pack AND available on Google Classroom*	**Outline**: 8. Punk Music 9, Disco Music Resources: *Paper copy Rock and Roll booklet is in your learning pack AND available on Google Classroom*	**Due Date: FRIDAY 22nd MAY** **Syllabus outcomes being assessed:** 4.9, 4.11
Submittable Activities	**Activity:** Read FACT SHEET 1: 'How Did Rock and Roll Begin'? Answer FUN SHEET 1 on the following page Read FACT SHEET 2: ' King of Rock and Roll' and answer FUN SHEET 2 on the following page **Due date: FRIDAY 22nd MAY**	**Activity**: : Read FACT SHEET 4; 'British Invasion and answer FUN SHEET 4 on the following page Read FACT SHEET 5: Soul Music ad answer FUN SHEET 5 on the following page **Due Date**: **FRIDAY 22ndth MAY**	**Activity**: Read FACT SHEET 8: 'Punk Music and answer FUN SHEET 8 on the following page Read FACT SHEET 9: 'Disco Music and answer FUN SHEET 9 on the following page Due Date: FRIDAY 22nd **MAY**	

Course: 8 TAS   **Google Classroom Code: enr7qco**

Teacher Contact: 8TMA – *Mr Beattie*, 8TMB Ms Kriss, 8TMC – *Ms Ella/Evitt*, 8TMD – *Ms Ella*, 8TME – *Ms Kriss*, 8TMF- *Ms Summer-Hayes*

Topic: The Design and Production Process				
Syllabus Outcomes: **TE4-1DP**-designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities. **TE4-2DP**- plans and manages the production of designed solutions **TE4-9MA**- investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	Learning Focus: *The Design & Production Process* Summary of learning: *Familiarisation of the Design Process*	Learning Focus: *The Design & Production Process* Summary of learning: *Familiarisation of the Design Process*	Learning Focus: *The Design & Production Process* Summary of learning: *Familiarisation of the Design Process*	**Activity Title**: The Design & Production Process Booklet 1 & 2 **Activity Expectation:**
Overview	Outline: *Students access Technology Mandatory Booklet on GC OR in Hard Copy* Resources: *Student Booklet is used for this week That is* Booklet 1- *Design & Production Process. This is found in Google Classroom or Booklet Package.* *Read and Complete the Design Process*	Outline: *Students access Technology Mandatory Booklet on GC OR in Hard Copy* Resources: *Student Booklet is used for this week That is* Booklet 2- *Food & Ag. This is found in Google Classroom or Booklet Package.* *Read and Complete the Design Process*	Outline: *Students access Technology Mandatory Booklet on GC OR in Hard Copy* Resources: *Student Booklet is used for this week That is* Booklet 2- *Food & Ag. This is found in Google Classroom or Booklet Package.* *Read and Complete the Design Process*	Complete what you can BUT concentrate on the pages that are highlighted in Yellow with Red font **Due Date: 11.5.2020 & 25.5.2020** **Syllabus outcomes being assessed:**
Submittable Activities	**Activity:** This is the Introduction Booklet- complete what you can BUT page 6 is the assessable Task- It is highlighted in Yellow with Red font. **Due date: 11.5.2020**	**Activity:** This is the Introduction Booklet- complete what you can BUT page 12 & 13 is the assessable Task- It is highlighted in Yellow with Red font. **Due date: 25.5.2020**	**Activity:** This is the Introduction Booklet- complete what you can BUT page 12 & 13 is the assessable Task- It is highlighted in Yellow with Red font. **Due date: 25.5.2020**	**TE4-1DP; TE4-2DP; TE4-2DP**

Course: 8 VISUAL ART			Google Classroom Code: iyjxbhy	
Teacher Contact: MRS KRISS (ALL YEAR 8 VISUAL ART)				

Topic: ELEMENTS OF DESIGN.				
Syllabus Outcomes: 4.10 recognises the art criticism and art history construction meanings. 4.8 explores the function of and relationships between artist-artwork -word-audience.				
Week	**2**	**3**	**4**	**Assessable Activity**
Learning Summary and Focus	Learning Focus: ARTMAKING ACTIVITY: EXPRESSIVE LINE **Summary of learning:** *Design & draw a repeated line pattern.*	Learning Focus: ARTMAKING ACTIVITY: CONSTRUCTIVE OR DIRECTIONAL LINE. **Summary of learning:** Create a drawing by using positive & negative space.	Learning Focus: ART ANALYSIS: KEITH HARING **Summary of learning:** Observation of a painting by an artist.	Activity Title: ART ANALYSIS: KEITH HARING : **Activity Expectation: One paragraph of writing, minimum.**
Overview	**Outline: Follow the instructions from 1 to 3 on worksheet provided to design a repeated line pattern of your own.** **Mediums:** A4 paper, lead pencil or black pen.	**Outline:** Follow the instructions from 1 to 3 to create your directional line drawing of your own. (Directional lines are more precise then expressive lines: they are very straight & the same width apart. **Mediums:** A4 paper, lead pencil, black pen.	**Outline:** Read the information on Keith Haring and look at the example of his artwork. Go to the **ART ANALYSIS** work sheet and only answer all the questions under the heading **Describe.** *Example: What do I see? In Keith Haring's art work, "Pop Shop Quad 1", I see images of simple outlined people.* **ANSWER ALL QUESTIONS ONLY UNDER THE DESCRIBE HEADING TO THE BEST OF YOUR ABILITY. One paragraph minimum. See attachments. Complete work on space provided.** **Mediums:** A4 paper, pen.	**Due Date: Due date: FRIDAY 22ND MAY** **Syllabus outcomes being assessed:** **4.10** **4.8**

| Submittable Activities | Activity: Take a photo and upload on Google classroom or take to school when you are ready to pick up your next load of work. I need to mark that you have completed the task. See attached worksheet.

Due date: FRIDAY 8TH MAY | Activity: Take a photo and upload on Google classroom or take to school when you are ready to pick up your next load of work. I need to mark that you have completed the task. See attached worksheet.

Due date: FRIDAY 15nd May. | Activity: THIS TASK IS AN ASSESSMENT. See attached marking scale. When you see this red writing, highlighted in yellow this means it is an assessable task. You need to submit this paragraph either on Google Classroom or hand in to school when you pick up your next load of work.

Due date: FRIDAY 22nd May. | |