



Australian International Academy Year 8, 2022 Curriculum Overview

Language and Literature

	Term 1	Term 2	Term 3	Term 4
Unit Title	Multi Modal Texts	Perspectives	Identity	Connections
Duration	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept	Creativity	Perspectives	Identity	Connections
Related Concepts	<ul style="list-style-type: none"> ➤ Character ➤ Point of view 	<ul style="list-style-type: none"> ➤ Themes 	<ul style="list-style-type: none"> ➤ Point of view ➤ self-expression 	<ul style="list-style-type: none"> ➤ Context ➤ Purpose
Global Context	Personal and cultural expression	Personal and cultural expression	Personal and cultural expression	Personal and cultural expression
Statement of Inquiry	Students will understand that when authors create texts about characters, different styles express different personal and cultural points of view.	Identities and relationships have a different perspective according to the theme of the novel.	Personal and cultural expression is identified through self-expression and point of view.	Personal and cultural expressions connect to the historical context of a novel.
Inquiry Questions - Factual - Conceptual - Debatable	<p>How do we represent characters from different perspectives using the techniques of written and visual texts?</p> <p>How do we combine written and visual texts to represent narratives?</p> <p>How do different genres represent characters differently?</p>	<p>What are the similarities and differences between the structures of text response and persuasive essays?</p> <p>What are the similarities and differences between the language techniques text response and persuasive essays?</p> <p>How do authors of creative texts represent points of view?</p>	<p>What are the purposes of autobiographies?</p> <p>What are the rules of writing autobiographies?</p> <p>What are the non-textual ways in which we can use language to persuade?</p> <p>How do we use language to change how others perceive us?</p>	<p>What is the difference between the purpose of a fairy tale and an autobiography?</p> <p>How important is it to understand the culture behind a text to understand its purpose?</p> <p>Do movies communicate more effectively than books?</p>

	<p>Why do we tell stories? What can we express through a story?</p> <p>To what extent do written or visual texts extend or limit what can be expressed?</p>	<p>What personal and cultural values are expressed in the texts studied?</p> <p>How do I develop my own voice?</p> <p>What personal and cultural values are important to me?</p> <p>Debate Question: Are anecdotes more persuasive than images?</p>	<p>How do we use language to change how we perceive ourselves?</p> <p>How do we use textual and non-textual language to express our opinions and influence others?</p> <p>How true are autobiographies?</p> <p>Do we sometimes need to bend the truth to share it?</p> <p>Is it possible to really understand someone through reading about them?</p>	
ATL skills	<p>Category: Communication</p> <ul style="list-style-type: none"> Cluster: Communication <p>Category: Thinking</p> <ul style="list-style-type: none"> Cluster: Creative Thinking Cluster: Transfer 	<p>Category: Communication</p> <ul style="list-style-type: none"> Cluster: Communication <p>Category: Self-Management</p> <ul style="list-style-type: none"> Cluster: Reflection <p>Category: Research</p> <ul style="list-style-type: none"> Cluster: Information Literacy Cluster: Media Literacy 	<p>Category: Self-Management</p> <ul style="list-style-type: none"> Cluster: Organisation Cluster: Affective 	<p>Category: Communication</p> <ul style="list-style-type: none"> Cluster: Communication <p>Category: Research</p> <ul style="list-style-type: none"> Cluster: Information Literacy Cluster: Media Literacy <p>Category: Thinking</p> <ul style="list-style-type: none"> Cluster: Critical Thinking Cluster: Transfer
ASSESSMENT				
Criteria	<p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>	<p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>	<p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>	<p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>
Summative Task(s)	<p>. Creating a multi modal text - Hugo Cabret</p> <p>Summative: Written: Narrative</p>	<p>Persuasive language analysis</p> <p>Summative: Written: Essay</p> <p>Students will read a text and analyse the persuasive language techniques used by the author.</p> <p>Text response essay</p> <p>Summative: Written: Essay</p>	<p>Autobiography Task</p> <p>CULTURAL EXCHANGE ... the next ten years.</p> <p>Summative: Written: Narrative</p>	<p>CAT 2:</p> <p>Text response essay on Chinese Cinderella</p> <p>CAT 3: Oral on Fairytale adaptation</p> <p>Comparison of the autobiographical novel 'Chinese</p>

		Students will choose a theme studied in the novel, 'The inventions of Hugo Cabret' and write a text response essay.		Cinderella' and the film 'Cinderella'
LEARNER Profile	<ul style="list-style-type: none"> Inquirers Thinkers 	<ul style="list-style-type: none"> Communicators Reflective 	<ul style="list-style-type: none"> Inquirers Open-minded 	<ul style="list-style-type: none"> Principled Risk-takers

Language Acquisition- Arabic, Turkish & French

	Term 1	Term 2	Term 3	Term 4
Unit Title:	hobbies	Human body	Government services	transport
Duration:	9 weeks	10 weeks	10 weeks	9 weeks
CONCEPTS				
Key Concept:	Creativity	Communication	Connection	Connection
Related Concepts:	<ul style="list-style-type: none"> ➤ purpose ➤ structure 	<ul style="list-style-type: none"> ➤ meaning ➤ word choice 	<ul style="list-style-type: none"> ➤ context ➤ function 	<ul style="list-style-type: none"> ➤ function ➤ purpose
Global Context:	Personal and cultural expression	Scientific and Technical	Fairness and development	Scientific and technical innovation
Statement of Inquiry:	Hobbies can improve ones mental and physical health.	It is everyone own responsibility to take care of their own body.	The Government has an obligation to provide services for its people.	The advancement of transport has contributed to globalisation
ATL skills	Category: Self-Management <ul style="list-style-type: none"> Cluster: Organisation Category: Self-Management <ul style="list-style-type: none"> Cluster: Organisation 	Category: Communication <ul style="list-style-type: none"> Cluster: Communication Category: Thinking <ul style="list-style-type: none"> Cluster: Critical Thinking Cluster: Transfer 	<ul style="list-style-type: none"> Category: Self-Management <ul style="list-style-type: none"> Cluster: Organisation Cluster: Reflection Category: Research <ul style="list-style-type: none"> Cluster: Information Literacy Cluster: Media Literacy 	Category: Social <ul style="list-style-type: none"> Cluster: Collaboration Category: Research <ul style="list-style-type: none"> Cluster: Information Literacy
ASSESSMENT				
Criteria:	Criterion A Comprehending spoken and visual text	Criterion C Communicating in response to spoken and/or written and/or visual text	Criterion A Comprehending spoken and visual text	Criterion C Communicating in response to spoken and/or written and/or visual text

	Criterion B Comprehending written and visual text	Criterion D Using language in spoken and/or written form	Criterion B Comprehending written and visual text	Criterion D Using language in spoken and/or written form
Summative Task(s):	<p>Task 1 Comprehending spoken and visual text ,</p> <p>Task set by school.</p> <p>2 texts linked to each other – 1 text must contain visual.</p> <p>Maximum total length of texts - 5 minutes</p> <p>Questions on all texts and all strands of Criterion A.</p> <p>Task 2 Comprehending written and visual text</p> <p>Task set by school.</p> <p>2 texts linked to each other – 1 text must contain visual.</p> <p>Maximum total length of texts: 400-500 words (or equivalent for Chinese and non-Roman alphabetical languages).</p> <p>Questions on all texts and all strands of Criterion B.</p> <p>Time allowance: 50 minutes.</p> <p>Please indicate clearly which strand of the criterion is being assessed in each question.</p> <p>Questions and responses may be in mother tongue, language</p>	<p>Task 3 Interactive Oral (Criteria C and D)</p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 4-5 minutes and the whole recording must not last more than 7 minutes.</p> <p>Preparation time: 10 minutes</p>	<p>Task 1 Oral comprehension (Criterion A)</p> <p>Task set by school.</p> <p>2 or 3 texts linked to each other and the global context – 1 must contain one or more visual(s).</p> <p>Maximum total length of spoken texts - 10 minutes.</p> <p>Questions on all texts and all strands of criterion A.</p> <p>Task 2 Written comprehension (Criterion B)</p> <p>Task set by school.</p> <p>2 or 3 texts linked to each other and linked to the global context – 1 must contain one or more visual(s) and 1 must be of a literary nature.</p> <p>Maximum total length of texts: 900-1,000 words.</p> <p>Questions on all texts and all strands of criterion B.</p> <p>Time allowance: 70 minutes.</p>	<p>Task 3 Interactive Oral (Criteria C and D)</p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 4-5 minutes and the whole recording must not last more than 7 minutes.</p> <p>Preparation time: 10 minutes</p> <p>Task 4: Writing task</p> <p>Students write to share ideas and express opinions and feelings on the theme of community life and service as action. Students are expected to communicate with a sense of register, purpose and style using persuasive and emotive language.</p> <p>Students are expected to write with attention to vocabulary and grammar, to organize their</p>

	of instruction or target language.			information and ideas and to use language to suit the context.
LEARNER Profile	<ul style="list-style-type: none"> Inquirers Caring 	<ul style="list-style-type: none"> Knowledgeable Communicators 	<ul style="list-style-type: none"> Principled Balanced 	<ul style="list-style-type: none"> Open-minded Reflective

Sciences

	Term 1	Term 2	Term 3	Term 4
Unit Title:	Chemistry (Elements/compounds)	Transferring and transforming energy	Rocks	Living connections – Cells and systems
Duration:	9 weeks	11 weeks	9 weeks	10 weeks
CONCEPTS				
Key Concept:	Change	Relationships	Change	Systems
Related Concepts:	<ul style="list-style-type: none"> ➤ Conditions ➤ Transfer 	<ul style="list-style-type: none"> ➤ Energy ➤ Transformation 	<ul style="list-style-type: none"> ➤ Form ➤ Patterns 	<ul style="list-style-type: none"> ➤ Form ➤ Function
Global Context:	Scientific and technological innovation	Globalisation and sustainability	Orientation in time and space	Identities and relationships
Statement of Inquiry:	Physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances.	Understanding the relationship between human-made systems and communities will have significant impact on the lives of future generations through the conservation of energy	Changes in the formation of rocks across time follows patterns	Cells exhibit specific forms and specialized functions through inquiry into how systems in the human body work together to maintain homeostasis.
Content	<ul style="list-style-type: none"> Relationship of energy to states of matter Particle theory of matter Difference between elements and compounds 	All energy is constantly being transformed and transferred from one object to another.	CLASSIFYING ROCKS <ul style="list-style-type: none"> ■ describe the formation of igneous rocks ■ distinguish between extrusive and intrusive igneous rocks ■ explain how cooling rate affects crystal size ■ describe the formation of sedimentary rocks 	Examining a variety of cells using a light microscope, by digital technology or by viewing simulations. Distinguishing plant cells from animal or fungal cells.

	<ul style="list-style-type: none"> • Difference between a pure substance and a mixture • Interpretation of the word “purity” (scientific meaning compared to everyday meaning) • Solutions, solutes and solvents • Solubility of different substances • Comparing the properties of stainless steel, wood, glass and plastic with their everyday uses. • Conductors and insulators of electricity (materials used in a kettle) • Making observations, recording information accurately and making inferences • Properties of solids, liquids and gases • The arrangement of particles in solids, liquids and gases and how this is connected with their behaviour • Demonstration on the use of different solvents (removing graffiti with acetone, alcohol, water or oil; the use of detergents) • Melting, boiling, cooling, evaporation and condensation 		<ul style="list-style-type: none"> ■ explain the role of water in the formation of many sedimentary rocks ■ identify a range of sedimentary rocks using a key based on observing physical and chemical properties ■ describe the roles of heat and pressure in the formation of metamorphic rocks ■ identify the cyclic nature of the formation of igneous, sedimentary and metamorphic rocks ■ outline the uses of igneous, sedimentary and metamorphic rocks, including as building materials <p>MINERALS</p> <ul style="list-style-type: none"> ■ recall that all rocks are made of substances called minerals ■ describe the physical properties of a variety of minerals ■ recognise that the minerals in some rocks provide valuable resources ■ describe the processes involved in mining mineral ores 	<p>Identifying structures within cells and describing their function.</p> <p>Recognising that some organisms consist of a single cell.</p> <p>Recognising that cells reproduce via cell division.</p> <p>Describing mitosis as cell division for growth and repair. Identifying the organs and overall function of a system of a multicellular organism in supporting the life process.</p> <p>Describing the structure of each organ in a system and relating its function to the overall function of the system.</p> <p>Examining the specialised cells and tissues involved in structure and function of particular organs.</p> <p>Comparing similar systems in different organisms such as digestive systems in herbivores and carnivores or respiratory system in fish and mammals.</p>
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	<ul style="list-style-type: none"> • Effects of heating and cooling on materials such as metals • Classification of elements as metals and non-metals • Properties of metals and non-metals • Alloys • Uses of metals and non-metals in industry 			
ATL skills	<ul style="list-style-type: none"> • Self-management skills • Research skills 	<ul style="list-style-type: none"> • Research skills • Thinking skills 	<ul style="list-style-type: none"> • Communication skills • Self-management skills 	<ul style="list-style-type: none"> • Communication skills • Thinking skills
ASSESSMENT				
Criteria:	Objective A: Knowing and Understanding Objective B: Investigating Objective C: Communicating. Objective D: Thinking Critically	Objective A: Knowing and Understanding Objective D: Thinking Critically	Objective A: Knowing and Understanding Objective D: Thinking Critically	Objective A: Knowing and Understanding Objective B: Investigating Objective C: Communicating. Objective D: Thinking Critically
Summative Task(s):	Topic Test: Chemistry (elements/compounds) (Criterion A) Summative: Written: Test Practical: Changing the boiling point (Criteria B & C) Summative: Performance: Lab assignment Practical: Examining solids, liquids and gases (Criteria B & C) Summative: Performance: Lab assignment Element wanted: Biography of an element (Criterion D) Summative: Written: Report	Topic Test: Transferring and transforming energy (Criterion A) Summative: Written: Test Going green project (Criterion D) Summative: Written: Report	Topic Test: Rocks (Criterion A) Summative: Written: Test A rock story: Sedimentary, igneous and metaphoric rocks (Criterion D) Summative: Written: Report	Topic Test: Systems – living connections (Criterion A) Summative: Written: Test Practical: Mitosis Inquiry Investigation (Criteria B & C) Summative: Written: Report Investigation essay on stem cells (Criterion D) Summative: Written: Essay

LEARNER Profile	<ul style="list-style-type: none"> Inquirers Knowledgeable 	<ul style="list-style-type: none"> Thinkers Risk-takers 	<ul style="list-style-type: none"> Inquirers Open-minded 	<ul style="list-style-type: none"> Thinkers Communicators
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Individuals and Societies

	Term 1	Term 2	Term 3	Term 4
Unit Title:	THE WESTERN ISLAMIC WORLD/THE OTTOMAN EMPIRE	JAPAN UNDER THE SHOGUNS	SPANISH CONQUEST OF THE AMERICAS	LANDFORMS/LANDSCAPES AND CHANGING NATIONS
Duration:	11 weeks	10 weeks	7 weeks	9 weeks
CONCEPTS				
Key Concept:	Culture	Change	Perspective	Time, place and space
Related Concepts:	<ul style="list-style-type: none"> ➤ Culture ➤ Beliefs 	<ul style="list-style-type: none"> ➤ perspective ➤ identity 	<ul style="list-style-type: none"> ➤ power 	<ul style="list-style-type: none"> ➤ causality ➤ sustainability
Global Context:	Personal and cultural expression	Identities and relationships	Identities and relationships	Orientation and Globalization
Statement of Inquiry:	The modern age is directed and influenced by the individual and social expressions of ancient culture and religion.	Japanese cultural perspective and ethical development, was a driving influence in changing their national identity over time.	Conquest and power shifts effect personal identity through moral reasoning and judgement depending on the perspective adopted.	Challenges of sustainability in urban place and space are directly caused by globalization and increasing population.
Content	<p>Vocabulary: specific to the Ottoman period</p> <p>History: Events that led to the rise and fall of the Ottoman Empire</p> <p>Text: Articles, videos, journals and Jacplus</p>	<p>Vocabulary: specific to the period of Feudal Japan and the social structure</p> <p>History: Events and ideas that made feudal Japan a viable social and cultural structure</p> <p>Text: Articles, videos, journals and Jacplus</p>	<p>Vocabulary: specific to the Aztec culture</p> <p>History: Events that led to the Spanish conquest of the Aztecs and led to African slavery transportation.</p> <p>Text: Articles, videos, journals and Jacplus</p>	<p>Vocabulary items related to globalization and geography</p> <p>Text: Jacplus, videos and articles</p>
ATL skills	<ul style="list-style-type: none"> Communication skills Research skills 	<ul style="list-style-type: none"> Self-management skills Thinking skills 	<ul style="list-style-type: none"> Social skills Communication skills 	<ul style="list-style-type: none"> Communication skills Media literacy skills
ASSESSMENT				
Criteria:	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p> <p>Objective C: Communicating.</p> <p>Objective D: Thinking Critically</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p> <p>Objective C: Communicating.</p> <p>Objective D: Thinking Critically</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p> <p>Objective C: Communicating.</p> <p>Objective D: Thinking Critically</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p> <p>Objective C: Communicating.</p> <p>Objective D: Thinking Critically</p>

Summative Task(s):	<p>1. Students are to write a structure essay on one of the provided topics. There will be two lessons given, one for research and source collection. One for writing the essay.</p> <p>2. Students are to sit a source analysis and data response test. Students will be given multiple images to analyse.</p>	<p>1. Students are to write a structure essay on one of the provided topics. There will be two lessons given, one for research and source collection. One for writing the essay.</p>	<p>1. Students are to write a structure essay on one of the provided topics. There will be two lessons given, one for research and source collection. One for writing the essay.</p> <p>2. A topic test that covers the entire Term material.</p>	<p>To investigate, construct and present a working Volcano model, that explains the different geographical features and landmass movements necessary to form it.</p> <p>Students will be asked to create a 6 panel brochure detailing the Chinese Urbanization, it's impact, it's sustainability and its effect on the Australian population.</p>
LEARNER Profile	Knowledgeable - Thinkers	Inquirer - Communicators	Reflective - Thinkers	Caring - Balanced

Design

	Semester 1	Semester 2
Unit Title:	Digital Design - Coding with Ozobots	Product Design (Textiles) -
Duration:	19 weeks	20 Weeks
CONCEPTS		
Key Concept:	Creativity	Communities
Related Concepts:	<ul style="list-style-type: none"> ▪ Innovation ▪ Markets and trends 	<ul style="list-style-type: none"> ▪ Function
Global Context:	Personal and cultural expression	Fairness and development
Statement of Inquiry:	A local innovation & creativity using personal and cultural expression can diffuse into a global market through successful and targeted communication.	Products that are designed to meet individual's requirements can increase their ability to function within the world.
Content	An introductory unit in creative computing experience using the Scratch programming language. The activities are designed to support familiarity and increasing fluency with computational creativity and computational thinking. In particular, the activities encourage exploration of key computational thinking concepts (sequence, loops, parallelism, events, conditionals, operators, data) and key computational thinking practices (experimenting and	<p>The completed design technology product/solution will:</p> <ol style="list-style-type: none"> 1. represent authentic students' designs and creations 2. provide students with the opportunity to explore, select and use different materials 3. provide students with the opportunity to develop a series of practical skills such as: <ul style="list-style-type: none"> • cutting and marking accurately

	iterating, testing and debugging, reusing and remixing, abstracting and modulating).	<ul style="list-style-type: none"> • hand and machine sewing, weaving, dry and wet felting, embroidery, knitting, fabric painting and printing, tie-dying, • measuring with accuracy and finishing
ATL skills	<ul style="list-style-type: none"> • Research: Information Literacy • Thinking: Critical Thinking • Thinking: Creative Thinking 	<ul style="list-style-type: none"> • Self-Management: Organisation
ASSESSMENT		
Criteria:	<ul style="list-style-type: none"> A. Inquiring and analysing B. Developing ideas C. Creating D. Evaluating 	<ul style="list-style-type: none"> A. Inquiring and analysing B. Developing ideas C. Creating D. Evaluating
Summative Task(s):	Create an innovative animated story that will be used by Scratch to promote programming language.	<p>Students are assessed on</p> <ol style="list-style-type: none"> 1. Ability to identify problems from the given context of the needs of a family member. 2. Apply understanding of these problems as well as form (aesthetic consideration and inspiration from proposed designers) and function (contextual needs and ergonomics) to come up with creative and original textile bag designs 3. Create the best possible product solution so that it can be tested to see if it helps the user perform better
LEARNER Profile	<ul style="list-style-type: none"> ▪ Communicators ▪ Thinkers 	<ul style="list-style-type: none"> ▪ Inquirers ▪ Open-minded ▪ Caring

**Religion
Missing**

Art

Terms 1-4	
Unit Title:	Nature and Human Intervention
Duration:	
CONCEPTS	
Key Concept:	Aesthetics
Related Concepts:	Innovation
Global Context:	Orientation in time and space
Statement of Inquiry:	Innovative aesthetics used to convey meaning to audiences are influenced by time and space.
ATL skills	Communication
ASSESSMENT	
Criteria:	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding
Summative Task(s):	CAT 1: Written Art Criticism Task CAT 2: Design Process Journal CAT 3: Final Art Piece and Presentation
LEARNER Profile	<ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Communicators Reflective

Maths

	Term 1	Term 2	Term 3	Term 3- 4
Unit Title:	Numbers	Geometry	Algebra	Probability and Statistics
Duration:	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Relationships	Form	Logic Relationships	Relationships
Related Concepts:	➤ Change	➤ Measurement ➤ Representation	➤ Pattern ➤ Simplification	➤ Model ➤ Representation
Global Context:	Globalization and sustainability	Orientation in time and space	Scientific and technical innovation	Scientific and technical innovation
Statement of Inquiry:	Management of consumption, conservation and use of natural resources can be better informed by studying the changes that can be effected by simplifying proportional relationships.	Natural and human made landscapes and resources can be represented and modified or built by using different forms of geometrical shapes and their measurements	Modelling using a logical process can help us to understand real world problems and applications	Relationships between choices and outcomes can be modelled in different ways of representation and can be used to evaluate the risk and consequences of opportunity costs and thus make responsible choices.
Content	<p>Week 1 and 2 (Number and place value)</p> <p>Use Index notation with numbers to establish the index laws with positive integral indices and zero index (ACMNA182)</p> <p>Integer Exponents - Evaluating numbers with Integer exponents (positive and zero integers only) -MYP Maths Guide</p> <p>Chapter 3 Index Laws (Jacplus e-book 8)</p>	<p>Week 1 (Measurement)</p> <p>Choose appropriate units of measurement for area and volume and convert from one unit to another (ACMMG195 - Scootle)</p> <p>Elaborations</p> <ul style="list-style-type: none"> choosing units for area including mm^2, cm^2, m^2, hectares, km^2, and units for volume including mm^3, cm^3, m^3 recognising that the conversion factors for area units are the squares of those for the 		<p>Probability learning Sequence (From: www.jacplus.com.au - Yr 8 Maths, Chapter 13)</p> <ul style="list-style-type: none"> 13.2 Probability scale 13.3 Experimental probability 13.4 Sample spaces and theoretical probability 13.5 Complementary events 13.6 Venn diagrams

	<p>Activity: Ask the experts?(MYP by Concepts Book 2, Topic 1 - What really makes the world go round) Education Perfect</p> <p>Week 3 (Number and place value)</p> <p>Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183) Chapter 2 Integers (Jacplus e-book 8) Activity: Investing in the future Education Perfect</p> <p>Week 4 (Real numbers) Investigate terminating and recurring decimals (ACMNA184) Chapter 4 Real numbers (Jacplus e-book 8) Activity: Neither a borrower nor a lender be Education Perfect</p> <p>Week 5 Investigate the concept of irrational numbers, including π (ACMNA186) Chapter 4 Real numbers (Jacplus e-book 8) Activity: Complete the crossword, backwards! Education Perfect</p>	<p>corresponding linear units</p> <ul style="list-style-type: none"> recognising that the conversion factors for volume units are the cubes of those for the corresponding linear units <p>Chapter 10 Topic 10.2 Perimeter (Jacplus e-book 8) 10.2.1 Units of length 10.2.2 The perimeter 10.2.3 The perimeter of a square and a rectangle</p> <p>Education Perfect</p> <p>Week 2 (Number and place value) Use Index notation with numbers to establish the index laws with positive integral indices and zero index (ACMNA182) Integer Exponents - Evaluating numbers with Integer exponents (positive and zero integers only) -MYP Maths Guide Chapter 10 Topic 10.4 Areas of Rectangles, triangles, parallelograms, rhombuses, kites (Jacplus e-book 8) Activity: Ask the experts?(MYP by Concepts Book 2, Topic 1 - What really makes the world go round) Education Perfect</p>		<ul style="list-style-type: none"> 13.7 Tree diagrams and two-way tables 13.8 Review <p>Representing and Interpreting Data (From: www.jacplus.com.au - Yr 8 Maths, Chapter 12)</p> <ul style="list-style-type: none"> 12.4 Organising and displaying data 12.5 Measures of centre 12.6 Measures of spread 12.7 Analysing data
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	<p>Week 6 Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187) Chapter 6 Application of percentages (Jacplus e-book 8) Activity: Raise the ratio flags Education Perfect</p> <p>Week 7 Solve problems involving profit and loss, with and without digital technologies (ACMNA189) Chapter 6 Application of percentages (Jacplus e-book 8) Education Perfect</p> <p>Week 8 Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188) Chapter 5 Ratios and rates (Jacplus e-book 8) Activity: Just keep swimming... Activity: Proportional reasoning, for a good reason Education Perfect</p> <p>Week 9 Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188) Chapter 5 Ratios and rates (Jacplus e-book 8)</p>	<p>Week 3 (Number and place value) Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183) Chapter 10 Topic 10.3 Circumference (Jacplus e-book 8)</p> <p>Activity: Investing in the future Education Perfect</p> <p>Week 4 (Real numbers) Investigate terminating and recurring decimals (ACMNA184) Chapter 4 Real numbers (Jacplus e-book 8) Activity: Neither a borrower nor a lender be Education Perfect</p> <p>Week 5 Investigate the concept of irrational numbers, including π (ACMNA186) Chapter 4 Real numbers (Jacplus e-book 8) Activity: Complete the crossword, backwards! Education Perfect</p> <p>Week 6 Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187)</p>		
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	<p>Activity: Ratios in recipes Education Perfect</p>	<p>Chapter 6 Application of percentages (Jacplus e-book 8) Activity: Raise the ratio flags Education Perfect</p> <p>Week 7 Solve problems involving profit and loss, with and without digital technologies (ACMNA189) Chapter 6 Application of percentages (Jacplus e-book 8) Education Perfect</p> <p>Week 8 Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188) Chapter 5 Ratios and rates (Jacplus e-book 8) Activity: Just keep swimming... Activity: Proportional reasoning, for a good reason Education Perfect</p> <p>Week 9 Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188) Chapter 5 Ratios and rates (Jacplus e-book 8) Activity: Ratios in recipes Education Perfect</p> <p>Integer Exponents - Evaluating numbers with Integer exponents (positive and zero</p>		
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		<p>integers only) -MYP Maths Guide</p> <p>Chapter 3 Index Laws (Jacplus e-book 8)</p> <p>Activity: Ask the experts?(MYP by Concepts Book 2, Topic 1 - What really makes the world go round)</p> <p>Education Perfect</p> <p>Week 2</p> <p>Week 3 (Number and place value)</p> <p>Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183)</p> <p>Chapter 2 Integers (Jacplus e-book 8)</p> <p>Activity: Investing in the future</p> <p>Education Perfect</p> <p>Week 4 (Real numbers)</p> <p>Investigate terminating and recurring decimals (ACMNA184)</p> <p>Chapter 4 Real numbers (Jacplus e-book 8)</p> <p>Activity: Neither a borrower nor a lender be</p> <p>Education Perfect</p> <p>Week 5</p> <p>Investigate the concept of irrational numbers, including π (ACMNA186)</p> <p>Chapter 4 Real numbers (Jacplus e-book 8)</p>		
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		<p>Activity: Complete the crossword, backwards! Education Perfect</p> <p>Week 6 Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187) Chapter 6 Application of percentages (Jacplus e-book 8) Activity: Raise the ratio flags Education Perfect</p> <p>Week 7 Solve problems involving profit and loss, with and without digital technologies (ACMNA189) Chapter 6 Application of percentages (Jacplus e-book 8) Education Perfect</p> <p>Week 8 Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188) Chapter 5 Ratios and rates (Jacplus e-book 8) Activity: Just keep swimming... Activity: Proportional reasoning, for a good reason Education Perfect</p> <p>Week 9 Solve a range of problems involving rates and ratios, with and without digital</p>		
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		technologies (ACMNA188) Chapter 5 Ratios and rates (Jacplus e-book 8) Activity: Ratios in recipes Education Perfect		
		Week 10		
ATL skills	Category: Communication <ul style="list-style-type: none"> Cluster: Communication Category: Research <ul style="list-style-type: none"> Cluster: Information Literacy Category: Thinking <ul style="list-style-type: none"> Cluster: Creative Thinking Cluster: Transfer 	Category: Thinking <ul style="list-style-type: none"> Cluster: Creative Thinking 		Category: Thinking <ul style="list-style-type: none"> Cluster: Critical Thinking
ASSESSMENT				
Criteria:	A, C, D	A, D		A, B, D
Summative Task(s):	<ul style="list-style-type: none"> Integers Great Golf CAT 	<ul style="list-style-type: none"> Measurement Real Life CAT 2019 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Probability CAT Yr 8 Test A or B
LEARNER Profile	<ul style="list-style-type: none"> Knowledgeable Communicators 	<ul style="list-style-type: none"> Knowledgeable Thinkers 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Inquirers Knowledgeable Thinkers

Physical and Health Education

	Term 1	Term 2	Term 3	Term 4
Unit Title:	Order on the Court	Space Invaders	Aesthetic Movement	Counterstrike
Duration:	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Change	Systems	Communication	Change
Related Concepts:	<ul style="list-style-type: none"> ➤ Adaptation ➤ Perspectives 	<ul style="list-style-type: none"> ➤ Choice ➤ Movement 	<ul style="list-style-type: none"> ➤ Interaction ➤ Systems 	<ul style="list-style-type: none"> ➤ Adaptation ➤ Interaction
Global Context:	Orientation in time and space	Orientation in time and space	Personal and Cultural Expression	Fairness and development

Statement of Inquiry:	Participants in racquet sports can bring different perspectives to the development and application of rules	For a player to perform effectively, all he/she must adapt and make choices contexts of play quickly in time and space.	Compose and perform movement sequences for specific purposes in a variety of contexts	Team members must together to develop interconnected, responsive movement patterns to maintain positional balance
Content	5-week block delivery basic content in racquet sports appropriate to the age group: <ul style="list-style-type: none"> - Perform a forehand, backhand, smash, drop shot and lob - Be able to serve and rally - Scoring - Doubles and singles match play 	Students will undertake a unit on invasion sports for the purpose of creating tactical plans and engaging competitively with other groups. They will then apply reflection and evaluate their plans.	Students participate in a 5-week block delivering basic content in Martial Arts Movements to create an aesthetic piece. Movements include both attacking (kicks, punches) and defensive (Blocks, weaves)	WUp: Dynamic stretches focusing on the hips and arms Content – Batting, Feilding and Baserunning in game-situations Umpiring signals Batting orders Softball rules in game situation Cool Down – Static Stretched
ATL skills	<ul style="list-style-type: none"> • Communication • Self-management 	<ul style="list-style-type: none"> • Collaboration 	<ul style="list-style-type: none"> • Thinking 	<ul style="list-style-type: none"> • Communication • Social • Self-management • Research
ASSESSMENT				
Criteria:	Criteria C: Applying and Performing Criteria D: Reflecting and Improving	Criteria A: Knowing and Understanding Criteria D: Reflecting and Improving	Criteria C: Applying and Performing Criteria D: Reflecting and Improving	Criteria C: Applying and Performing Criteria D: Reflecting and improving
Summative Task(s):	Performance Skill Demonstration	NGA Reflection Written Assessment	Martial Arts Assessment Taekwondo Self Reflection Sheet	Performance: Dramatisation
LEARNER Profile	Inquirers Knowledgeable Thinkers Communicators Caring Risk-takers	Communicators Caring Reflective	Open-minded Risk Takers	Knowledgeable Communicators Reflective