



Year 8 Pathway 3 Homework Information Booklet

For students and parents

Key information about the 'Tic Tac Toe' system

Aims

- To develop independent learners
- To encourage students to manage their time effectively
- To enable students to be resourceful

How does Tic Tac Toe work?

- Students are to complete two tasks over the term in each subject area.
- For Task 1 students have a choice from 4 different tasks.
- All students complete the same Task 2.
- For each task that is chosen there is a due date
- In some cases this is denoted by 'w/c' which means week commencing. Students should then submit the work in their lesson that week.

How long should students spend?

- Students should spend around 60 minutes on each task in Year 8.
- Students are encouraged to break up the tasks into research, producing and proof reading.

If you have any questions then please do not hesitate to ask, by contacting Carla.Hyland@dovercourt.edu.sg



<p>1. LO: To be able to link other artists' work to your own.</p> <p><i>Task: Using the Jenny Saville image which you can find on EDMODO you are to complete an Artist study on her work.</i></p> <p>Due date: 05/02/2018</p> <p>Top tip: Research what a good artist study looks like by looking at the website www.studentartguide.co.uk</p>	<p>1. LO: To understand composition of a photograph</p> <p><i>Task: Using a camera or a good quality phone camera you are to take a self-portrait in the style of Frieda Kahlo. Please print your image out ready for the lesson.</i></p> <p>Due date: 05/02/2018</p> <p>Top Tip: Google Frieda Kahlo self portrait. What qualities does she include in her images? How can you be inspired by this in your own image?</p>
<p>1. LO: To practice drawing from observation</p> <p><i>Task: Using the media of your choice, draw a family member from observation. This could be from a photograph or real life.</i></p> <p>Due date: 05/02/2018</p> <p>Top Tip: Remember the lesson on proportion from the start of term!</p>	<p>1. LO: To be able to link other artists' work to your own.</p> <p><i>Task: Using the Julian Opie image which you can find on EDMODO you are to complete an Artist study on his work.</i></p> <p>Due date: 05/02/2018</p> <p>Top tip: Research what a good artist study looks like by looking at the website www.studentartguide.co.uk</p>

<p>2. LO: To be able to identify augmented and diminished intervals on a stave.</p> <p><i>Task: Complete the customized task below by going to the URL link assigned to your group:</i></p> <p>Handels https://www.musictheory.net/exercises/interval/betyrychxynynyky</p> <p>Beethovens https://www.musictheory.net/exercises/interval/betyrychxynbnyyky</p> <p>Ravels https://www.musictheory.net/exercises/interval/betyrych98nnnyky</p> <p>Once you've achieved a score of above 80%, submit the screenshot of your result into your 'MY MUSIC RECORDS' folder on Google drive.</p> <p>Due date: w/c 19/03/18</p> <p>Top tip: Remember the quote "If the note at the top is in the bottom note's key, it equals MAJOR. If it isn't, the interval is MINOR."</p>

<p>Computing 1. LO: Use a programming language to control objects in a Galaxy Far Far away...</p> <p><i>Task: Star Wars Java Script Hour of Code</i></p> <p>Due date: w/c 22/01/18</p> <p>Top tip: Login using your secret picture, click course catalogue, scroll down to the Hour of Code heading and select Star Wars. Then click the java script start button and complete the course</p>	<p>Computing 1. LO: Use code blocks to become a Minecraft Designer</p> <p><i>Task: Minecraft Design Hour of Code</i></p> <p>Due date: w/c 22/01/18</p> <p>Top tip: Login using your secret picture, click course catalogue, scroll down to the Hour of Code heading and select Minecraft. Then click the Minecraft Designer start button and complete the course</p>
<p>Computing 1. LO: Use code blocks to control objects</p> <p><i>Task: Frozen Hour of Code</i></p> <p>Due date: w/c 22/01/18</p> <p>Top tip: Login using your secret picture, click course catalogue, scroll down to the Hour of Code heading and select Frozen course</p>	<p>Computing 1. LO: Use code blocks to become a Minecraft Designer</p> <p><i>Task: Minecraft Design Hour of Code</i></p> <p>Due date: w/c 22/01/18</p> <p>Top tip: Login using your secret picture, click course catalogue, scroll down to the Hour of Code heading and select Minecraft. Then click the Minecraft Designer start button and complete the course</p>

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2. LO: To understand the laser cutter / engraver machine.

Task: Read the notes and watch the videos on Edmodo to better understand how a laser cutter / engraver machine works. Then, complete the worksheet provided.

Due date: w/c 05/03/18

Top tip: See how many lasers you can find see being used over the next week.

<p>1. LO: To be able to consider arguments for and against in French.</p> <p>Task: You have been asked to create a PowerPoint presentation that looks at 3 arguments in favour of fast food and 3 arguments against fast food. Present these different points of view to the class and finish by explaining which side you agree with and why.</p> <p>Due date: last lesson w/c 05/02/18</p> <p>Top Tip: Create flashcards with notes on so as to avoid reading from the PowerPoint. This will ensure that it is more professional.</p>	<p>1. LO: To be able to describe food and drink.</p> <p>Task: Create a poster that describes at least 10 different food and drink items and describes your opinion of them.</p> <p>Due date: last lesson w/c 05/02/18</p> <p>Top Tip: Be sure to justify your opinions with a variety of reasons.</p>
<p>1. LO: To be able to create a French recipe.</p> <p>Task: You have been asked to create a recipe in French for a local food magazine. Create the ingredient list and then write step by step instructions as to how your chosen dish is made.</p> <p>Due date: last lesson w/c 05/02/18</p> <p>Top Tip: Use the vocabulary from class as a guide when writing the recipe. Present it as though it is part of a recipe book.</p>	<p>1. LO: To be able to write a song in French.</p> <p>Task: You have been asked to write a French song about food and drink. Put new lyrics to a current song and either write them out (one verse and chorus) or record yourself singing the song to an instrumental version.</p> <p>Due date: last lesson w/c 05/02/18</p> <p>Top Tip: Take inspiration from the song we look at in class! Include as much of the new food and drink vocabulary as possible.</p>

<p>2. LO: To be able to write a film review in French.</p> <p>Task: You have been asked to review a film that you have recently watched. Describe the story and then explain why you did/didn't like it.</p> <p>Due date: last lesson w/c 19/03/18</p> <p>Top Tip: Ensure there is a clear structure to your film review and use linking words to join the various elements of it together.</p>

<p>1. LO: To be able to describe how plants are adapted to different biomes.</p> <p>Task: Research how plants have adapted to the desert biome. Produce an annotated diagram showing and explaining how at least <u>two species</u> of plants have adapted.</p> <p>Display in your books using a neatly, pencil drawn diagram with clear labels (use a ruler and pencil).</p> <p>Due date: w/c 22/01/18</p> <p>Top Tip: Explain your points clearly within the annotations (labels) on the diagrams. Think about the environmental conditions the plants have to adapt to (e.g. lack of water)</p>	<p>1. LO: To be able to describe how plants are adapted to different biomes.</p> <p>Task: Research how plants have adapted to the rainforest biome. Produce an annotated diagram showing and explaining how at least <u>two species</u> of plants have adapted.</p> <p>Display in your books using a neatly, pencil drawn diagram with clear labels (use a ruler and pencil).</p> <p>Due date: w/c 22/01/18</p> <p>Top Tip: Explain your points clearly within the annotations (labels) on the diagrams. Think about the environmental conditions the plants have to adapt to (e.g. lack of water)</p>
<p>1. LO: To be able to raise awareness of the impact humans have on their environment</p> <p>Task: Produce <u>three</u> Tee-shirt designs to raise awareness of the impact people have on their environment (such as the impact of deforestation). For each, explain their design and its meaning underneath.</p> <p>Display appropriately (Use pencil for drawings and shade using coloured pencils).</p> <p>Due date: w/c 22/01/18</p> <p>Top Tip: Think about the information on a tee-shirt, maybe you could look at a slogan or a cartoon image.</p>	<p>1. LO: To be able to describe the land use distribution of Singapore.</p> <p>Task:</p> <ol style="list-style-type: none"> Using internet software such as Google Earth and online research, <u>create a map</u> to display the main locations of different types of landuse (e.g. factories, CBD, Low class housing and High class housing). Include images to show the different types of land use for each section. (e.g. an image of offices in Marina Bay to show the CBD) Write a paragraph to explain if it matches the Burgess Model or not. <p>Due Date: w/c 22/01/18</p> <p>Top Tip: Use internet sources to support your work. Is there a useful map already created you can use to support your work?</p>

2. LO: To be able to explain the problems with rapid urban growth.

Task: Research and create a leaflet about a shanty-town settlement in an LEDC/LIC.

Create the leaflet using publishing software. Include:

- Introduction to your shanty-town case study including location and important information (e.g size, population)
- Problems found there.
- Solutions to the problems.
- Images linked to the information you have provided.

The work should approximately be between 400 and 600 words long and include images and maps.

Due date: w/c 05/03/18

Top Tip: Think about the presentation of the leaflet. Plan your work out first in rough and research the information clearly.

Task 1. LO: To be able to research and present findings about events or people of historical significance.

Research your allocated (by your History teacher) abolitionist.

- who were they? (Short biography and image)
- What did they do?
- What motivated them?
- What impact did they have?

Due date: WC 22/01/2018

Top tip: Think about how you can measure impact; what did they achieve? How many people did it effect?

All students to do Task 1 and then chose 1 task from Task 2 this term in History

Task 2. LO: To comprehend, interpret and cross-refer sources.

Select two sources that you feel best represent what life was like on a plantation for slaves in 19th Century America.

- Must have two sources.
- Must annotate (Describe, Explain, Infer).
- Must have a summary of the information.
- Must say where you found your images.

Challenge: Expand on inferences with contextual knowledge.

Due date: WC 05/03/2018

Top tip: Link the Descriptions to the Explanations and the Inferences to the explanations.

Task 2. LO: To consider the similarities and differences between Indentured Servitude and Slaves in America.

Create a table identifying the similarities and differences between life as a slave an life as an indentured servant.

- Must include types of work.
- Must include working conditions.
- Must include a list of where you found your information.

Challenge: Explain why there were similarities and differences.

Due date: WC 05/03/2018

Top Tip: Think about how the similarities and differences can fit into different categories

Task 2. LO: To demonstrate knowledge & understanding of the key features & characteristics of the periods studied.

Create a timeline showing resistance to slavery in the American Continent.

- Must have dates.
- Must have images (drawn or printed)
- Must include a brief summary of the event (no more than 50 words) explaining what happened and who was involved.
- Must include a list of where you found your information.

Due date: WC 05/03/2018

Top tip: Try to select key dates rather than lots of dates.

Task 2. LO: Explain, analyse and make judgments about historical events and periods studied using second order historical concepts.

Write a newspaper article about a significant event that contributed to the abolition of slavery.

- Must look like a newspaper.
- Must have a clear bias (abolitionist or pro slavery)
- Must summarise the event (What? Where? Who? When? Why?)
- Must explain why it is significant.
- Must have images.

Due date: WC 05/03/2018

Top tip: Be brief and focus on the key history questions.

<p>1. LO: To be able to write a paragraph from the learned words.</p> <p><i>Task: Write a postcard to a pen pal at Nord Anglia International School Dubai. You are required to write a minimum 60-80 words text to a new friend in Dubai.</i></p> <p>Due date: 29.01.2018</p> <p>Top tip: This is a writing project between DCIS and Nord Anglia International School, Dubai. You may write some basic information to introduce yourself such as name, age, grade, family etc.</p>	<p>1. LO: To be able to recognise and revise the learned characters and phrases.</p> <p><i>Task: You are required to complete the set task from Memrise.com</i> https://www.memrise.com/course/541/hsk-level-1-introductory-mandarin-with-audio/</p> <p>Due date: 29.01.2018</p> <p>Top Tip: Please log in to your memrise account and achieve minimum 3000 points of 'HSK Level 1- Introductory Mandarin with audio.</p>
<p>1. LO: To understand about a city in China</p> <p><i>Task: You are required to do a research on Hong Kong. Complete a PowerPoint with minimum 6 slides (max. 8 slides).</i></p> <p>Due date: 29.01.2018</p> <p>Top Tip: You could share more information about the food and dining etiquette, arts, places of tourism and cultural activities etc.</p>	<p>1. LO: To be able to say a paragraph from the learned topics</p> <p><i>Task: Prepare a speech in Chinese not exceeding 3 minutes. Provide information about "Transportation". Send your recordings to your Mandarin teacher.</i> jonathan.leow@dovercourt.edu.sg or tracy.hey@dovercourt.edu.sg</p> <p>Due date: 29.01.2018</p> <p>Top tip: If you need help, refer to the youtube link as below: https://www.youtube.com/watch?v=RBxK1sUE_aY</p>

2. LO: To understand the culture about Chinese New Year.

Task: You are required to write a reflection of Chinese New Year in English with minimum 150 words.

Due date: 21.03.2018

Top tip: You may refer to this video

<https://www.youtube.com/watch?v=2EU5mbqnuw8&t=4s>

<p>1. LO: To be able to outline the order of the first 20 elements from The Periodic Table.</p> <p><i>Task:</i> Using an audio and/or visual media device to create a Podcast of you outlining from memory the order of the first 20 elements (H to Ca). Optional Challenge: include the atomic and mass numbers for each element e.g. Helium, atomic no. 2 & mass no. 4.</p> <p>Top tip: For some inspiration watch: https://www.youtube.com/watch?v=v1TFPDIA1xE (Daniel Radcliffe sings The Elements Song 1:43)</p> <p style="text-align: center;">Due date: 7/3/2018</p>	<p>1. LO: To use research skills to identify key scientific discoveries on The Periodic Table.</p> <p><i>Task:</i> Describe the story of how the periodic table was developed. What were some of the intermediary versions towards forming the final version?</p> <p>Top Tip: See the below for help: https://www.youtube.com/watch?v=O-48znAg7VE https://www.youtube.com/watch?v=fPnwBITSmgU</p> <p style="text-align: center;">Due date: 7/3/2018</p>
<p>1. LO: To represent uses for each element of The Periodic Table.</p> <p><i>Task:</i> Produce your very own periodic table with a picture (or real material) showing a use for each element!</p> <p>Top tip: Research the uses for each element first, then design the layout (based on the real periodic table) with enough space for uses!</p> <p style="text-align: center;">Due date: 7/3/2018</p>	<p>1. LO: Evaluate the advantages and disadvantages of uses for each element.</p> <p><i>Task:</i> Create a game of top trumps for the first 20 elements of the periodic table (H to Ca). Include: atomic number, mass number, reactivity, uses</p> <p>Top tip: the below website explains the game! http://www.toptrumps.com/how-to-play-top-trumps/</p> <p style="text-align: center;">Due date: 7/3/2018</p>

2. LO: Create a model of the solar system

Task: Construct a model **solar system**.
Challenge: Consider the relative size and distances between the planets!

Top tip: <https://www.pinterest.co.uk/explore/solar-system-model>
If you are struggling to physically make it then use a poster to explain what you would build each planet out of and justify the materials used!

Due date: **21/3/2018**

Additional notes about core subjects

MATHEMATICS

- Students in Key Stage 3 will be set two pieces of homework per week.
- One piece will be set from *MyiMaths*, an online portal for which the students have personalised logins. These pieces will be marked online and their results logged. The tasks can be done several times for more practice, as the tasks change each time.
- The second piece of homework will be written, and should take between 30 and 45 minutes. It will be marked by the teacher or by peers in class.

ENGLISH

- Students in Key stage 3 will be set two pieces of homework per week.
- One piece will be set in direct relation to the classwork, and should take a minimum of forty minutes.
- The other piece will be shorter and relate to key skills such as spelling, punctuation and grammar: for example, revising for a spelling test, correcting punctuation in a text etc.

OVERVIEW OF DEADLINES FOR YEAR 8 Term 2

	Task 1	Task 2
Art + Music	w/c 05/02/18	w/c 19/03/18
DT + Computing	w/c 22/01/18	w/c 05/03/18
French	w/c 05/02/18	w/c 19/03/18
Geography	w/c 26/02/18	w/c 26/03/18
History	w/c 22/01/18	w/c 05/03/18
Mandarin	w/c 29/01/18	w/c 21/03/18
Science	w/c 05/03/18	w/c 19/03/18