

*Every day, a discovery.*



# Year 7 & 8 Curriculum Handbook 2017

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## Year 7 Curriculum Overview

### Introduction

The curriculum at Year 7 incorporates the Australian Curriculum through the Victorian Curriculum. It is organised around the traditional disciplines to ensure all students are exposed to core 'foundation' subjects. Each subject area includes a focus on interpersonal development and personal learning, as well as thinking and communication skills across the curriculum.

The learning program is designed to foster spiritual, intellectual, physical and social development in each student through participation in programs of study and other activities appropriate to their diverse needs, abilities and aspirations. Consequently, the Year 7 curriculum incorporates programs which seek to build the skills required for the successful transition into secondary school. Students at Year 7 study a curriculum which provides a strong foundation for future academic studies. Programs are provided in the following areas:

- English
- Humanities (History and Geography)
- Mathematics
- Science
- Languages (French)
- Visual Arts
- Performing Arts
- Health and Physical Education
- Product Design and Technology
- Digital Technologies
- Integrated Studies
- Religious Education

Students may also work on integrated units of study which will cover knowledge and skills across several domains.

## Learning Enhancement

Casey Grammar will begin a unique select entry enhancement program in 2017.

The program has been designed with the needs of highly able students in mind. It is a year-long course, culminating in a learning exhibition at the end of the year. Students will still attend normal classes but will also have an 'opt out' option to participate in the program. This 'opt out' time will enable them to engage in the full range of activities or to choose only those of particular interest.

All activities in the program will be designed to enrich, provoke and stretch students to maximise their academic potential. Each participant will map their learning journey through digital learning portfolios. Progress will be monitored throughout the year to ensure growth, commitment and high quality learning.

In 2017 the program will be available to highly able students in Years 7, 8 and 9. It is a select entry program and all applicants will be required to sit an entry test before they are offered a place. Numbers are limited.

Application details will be provided late in 2016

Participation will not involve any extra cost to parents

## Home Study

At Casey Grammar School students are expected to take appropriate responsibility for their learning and this includes a well-managed home study routine.

At each level we encourage students to organise their time around a 'Study Session' of concentrated, uninterrupted application several times a week. In each session students should have a number of things they set themselves to achieve.

Homework may include:

- Assigned homework exercise
- Practising skills
- Reading – as one of the most vital skills for language development and building personal learning skills students are expected to read widely at home
- Independent research
- Preparatory work for class activity
- Reviewing work – students must develop a routine of regular review as tests and exams form a substantial percentage of each term's results
- Summarising class notes to reflect on learning is crucial for learning success
- Individual inquiry and creative pursuits to build lifelong learning skills

Suggested Home Study Sessions	
Year Level	Study Session
Year 7	10 x 30 minutes
Year 8	14 x 30 minutes
Year 9	12 x 45 minutes
Year 10	14 x 45 minutes
Year 11	15 x 50 minutes
Year 12	21 x 50 minutes

At Secondary School the benefits of homework are well supported by research. The homework areas outlined above show there is never a reason for students to say, "No home study tonight!" Nor is there a reason for students to miss deadlines as the school provides many opportunities for students to catch up during lunch time and after school.

At Casey Grammar we work hard to ensure teachers set effective and achievable homework. Parents need to be aware that sometimes a student who appears to have 'too much' homework might actually be working on material that should have been completed during class time. In such situations a review of the student's learning behaviours will take place in conjunction with the class teacher.

# Curriculum Map



**Enrichment**

- Sport
- Year 7 Camp
- Student Leadership Team
- Reach Foundation Workshops
- House Activities

**Pastoral Care**

- Habits of Mind
- Thinking Tools
- Values Education
- Study Skills
- Teamwork
- Time Management
- Personal health
- Relationships
- Research Skills

## English

The course is structured around the key dimensions of reading, writing, speaking and listening. Reading involves understanding, interpreting, reflecting upon, and enjoying written and visual, print and non-print texts. Writing refers to the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Speaking and listening refers to the various formal and informal ways oral language is used to convey and receive meaning.

Course content is approached thematically and covers the dimensions in a way which incorporates topics which are relevant to or expand students' interests and horizons and develops their language skills. Various text types are examined, discussed and analysed. Students realise that texts are created for multiple purposes and audiences in a range of contexts. Students explore the power of language and develop strategies to improve their communication skills including planning, drafting, reviewing, rehearsing and editing.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Exploring the essential elements of a novel</li> <li>• Exploring the key features of persuasive writing</li> <li>• Exploring cinematography and film</li> <li>• Exploring poetry, children's literature and political cartoons</li> </ul>	<ul style="list-style-type: none"> <li>• Text response essay</li> <li>• Oral presentation</li> <li>• Journal writing</li> <li>• Persuasive writing</li> <li>• Create a picture book for children</li> </ul>

### Additional Information

- Reading for pleasure
- Author visits and writing workshops

## Mathematics

In Year 7 Mathematics, students still require active experiences that allow them to construct key mathematical ideas, but also gradually move to using models, pictures and algebraic symbols to represent these ideas.

The curriculum develops key understandings by extending the number, measurement, geometric and statistical learning from the early levels; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by extending topics that represent a key challenge in these levels, such as fractions and decimals.

In these levels of schooling, it is particularly important for students to develop a deep understanding of whole numbers to build reasoning and to strengthen their understanding of place value. These concepts allow students to develop proportional reasoning and flexibility with number through mental computation skills, and to extend their number sense and statistical fluency.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Whole numbers and number patterns</li> <li>• Geometry</li> <li>• Fractions, percentages and decimals</li> <li>• Algebra and equations</li> <li>• Measurement</li> <li>• Using basic probability and statistics</li> <li>• Shapes and transformations</li> </ul>	<ul style="list-style-type: none"> <li>• Topic tests</li> <li>• Assignments</li> <li>• Problem solving</li> </ul>

### Additional Information

Students undertake both a Maths Mate homework program and the Mathletics program that run parallel to the conventional course. These programs encourage students to constantly improve and consolidate their overall mathematical skills on a weekly basis.

Each student is also assessed on an individual basis for extension or remedial mathematics where necessary and individual learning programs are implemented as required.

## Year 7 Core Subjects

### Humanities

#### Geography

In Year 7 Geography students will investigate two units of study: 'Water in the world' and 'Place and liveability'.

Water in the world will focus on water as a resource; the ways it is perceived and valued, its different forms, as well as the impact of floods and drought. This will be explored using studies drawn from Australia and a variety of countries around the world.

Place and liveability focuses on the concept of place through an investigation of liveability. Students will examine why people choose certain places to live and analyse the impact that the movement of people has on liveability. The liveability of places is investigated using studies drawn from Australia and Europe.

The key inquiry questions for Year 7 are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Water in the world</li> <li>• Place and liveability</li> </ul>	<ul style="list-style-type: none"> <li>• Research assignments</li> <li>• Mapping tasks</li> <li>• Class tests</li> <li>• Source analysis</li> <li>• Note taking</li> </ul>

## History

In Year 7 History students will study history from the time of the earliest human communities to the end of the ancient period. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies including Australia, Greece and India. The content provides opportunities for students to develop historical understanding through key concepts.

The key enquiry questions for Year 7 History are:

How do we know about the ancient past?

Why and where did the earliest societies develop?

What emerged as the defining characteristics of ancient societies?

What have been the legacies of ancient societies?

### Units of Study / Topics

- Investigating the ancient past
- The Mediterranean World: Greece
- The Asian World: China

### Assessment

- Source analysis
- Research tasks
- Timelines
- Note taking
- Mapping
- Class tests

## Year 7 Core Subjects

### Science

The Year 7 Science course is designed to provide students with a basic understanding in the following key areas of Science:

- Biological Science
- Physical Science
- Chemical Science
- Earth and Space Science

Material covered at this level of the course is designed to fascinate and engage adolescent learners whilst encouraging curiosity in the world around them and towards everyday scientific applications. The course is also designed to prepare students with solid background knowledge in preparation for the study of Science in their senior years. They are encouraged to begin developing skills to identify and construct questions and problems that they can investigate scientifically. They begin to plan experiments whilst identifying variables to be changed, measured and controlled. Students are encouraged to actively use appropriate scientific language and representations to communicate science ideas, methods and findings.



- Nature of Science
- Kitchen chemistry
- Separating mixtures
- Biological classification
- Survival
- Forces
- Simple machines
- Sound
- Planet Earth
- Using our resources
- Jurassic Park
- Earth, Moon and Sun

- Topic tests
- Practical reports\skills
- Model building\use
- Project\assignment work
- End of year theoretical and practical exam

### Additional Information

Students will be given the opportunity to take part in The National Chemistry Quiz, The University of New South Wales Science In Schools Competition and undertake a fieldwork excursion.

## Health and Physical Education

Unless students are healthy in mind and body, they cannot perform adequately in any learning area. Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. At Year 7, this core subject will consist of seven periods per cycle; one period of Health, two periods of Sport Education, and four periods of Physical Education.

The Year 7 curriculum supports students to refine a range of specialised knowledge and skills in relation to their health, safety and wellbeing, whilst further developing confidence and movement competence in more complex skills in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer skills and concepts across a variety of physical activities. Students explore the important role that games and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities. They also reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Identity and values</li> <li>• Physical, social and emotional changes</li> <li>• Health benefits of physical activity</li> <li>• Challenge and adventure activities</li> <li>• Games and sports</li> <li>• Lifelong physical activities</li> <li>• Rhythmic and expressive movement activities</li> <li>• Four week swimming program and water safety activities (compulsory)</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation in class activities</li> <li>• Use of appropriate motor skills and tactics</li> <li>• Fitness testing</li> <li>• Topic tests</li> </ul>

### Additional Information

Because of the school's firm belief in the importance of physical activity participation in this subject is compulsory. Students are only excused from activities with a signed note from a parent or a medical certificate for any ongoing issues. For many injuries, there is often a modified activity that students will be able to participate in to ensure they are gaining something meaningful from their time in the subject.

## Year 7 Core Subjects

### Religion

In their Religious Education studies, Year 7 students explore their communities and examine their individual roles within their communities. This will enable students to gain a sense of belonging and identity. Students will explore the significance of Jesus by examining his early life, ministry, death and resurrection. A particular focus will be on his teachings and how they relate to our lives today. The unit 'Faith in Action' allows students to study people in history who have used their faith to inspire others, as well as their own actions. Finally, students will study other cultures through the unit on World Religions. They will examine the importance of religion to different societies and explore the values within each religion.

#### Units of Study / Topics

- My Community
- Jesus
- Faith in action
- World religions

#### Assessment

Students will be expected to complete an assessment task for each unit studied.

- Poster
- Role play
- Research task
- PowerPoint presentation

## Language

### French

In learning a Language Other Than English students develop communication skills and knowledge, and come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language they are studying. Language learning contributes to the development of inter- culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students' own language needs. Topics include greetings, introductions, school life, family and friends, leisure activities, weather, time, food, shopping – all the language of the students' own world.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introductions</li> <li>• Personal Information</li> <li>• Descriptions</li> <li>• Family and Pets</li> <li>• School Life</li> </ul>	<ul style="list-style-type: none"> <li>• Regular tests of speaking, listening, reading and writing to monitor student progress and thus influence style and pace of teaching</li> <li>• Completion of workbook exercises</li> <li>• French poetry competition</li> <li>• Participation in group and individual activities</li> <li>• Peer/self-assessment</li> </ul>

### Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis.

Regular written homework will also be set by the teacher, and students are encouraged to access Internet websites listed to increase their understanding of the French language and awareness of French culture.

## Year 7 Core Subjects

### Digital Technologies

Students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.

Students use structured data to model objects and events that shape the communities they actively engage with. They develop further their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical and sustainability (economic, environmental and social) constraints.

At Year 7, students become more proficient in the use of ICT for the purposes of sharing knowledge and acquiring information. They use ICT to visualise their thinking in order to make sense of ideas, concepts and issues from all areas, and to reflect on their learning.

Students progress by devising planned approaches to problem solving. Students use a wider range of ICT tools, techniques and functions to support their thinking processes, to model systems, to solve problems and to create information products for a variety of purposes. They use the equipment's operating system and software functions to manage their files.

Students become more proficient in the use of Internet research tools to locate and download information from a range of sources, and they judge the quality of information, based on set criteria. They conform to accepted codes of practice when using ICT, and discuss the consequences of ICT use in a range of environments and contexts in the community. Students create and maintain digital evidence of their learning in all domains, the evidence showing the progress made in applying ICT knowledge and skills.

#### Units of Study / Topics

- Microsoft Office Suite
- History of Computing
- Research Projects
- Video Editing

#### Assessment

- Portfolio and online based
- Team based tasks
- Assignments and investigations

## Year 7 Electives

### Performing Arts

#### Drama

Students are introduced to the basics of drama and performance. Through improvisation, students gain confidence in performance and public speaking, using their expressive skills to create role and character. Within groups students participate in a number of improvised and scripted performances. Students are also introduced to several theatrical styles and genres. This subject involves:

#### Units of Study / Topics

- Characterisation
- Improvisation
- Scripting
- Style/genre
- Performance in different cultures

#### Assessment

- Writing folio
- Written project
- Improvised and scripted performances

#### Music

All students study Music for one semester in Year 7. Throughout the semester, they learn about the different elements of music focusing on Rhythm, Melody and Instrumentation.

Students also listen to and analyse works from a range of styles, developing an appreciation and understanding of music.

#### Units of Study / Topics

- Rhythm
- Instruments of the orchestra
- Melody
- The elements of music
- Film music

#### Assessment

- Practical assessments
- Topic tests
- Listening analysis
- Project

## Year 7 Electives

### Visual Arts

#### Art

Within guidelines provided by the teacher, students use a variety of starting points to develop their own artworks in both two and three-dimensional areas of study. Students explore and manipulate art elements and principles as well as using their own experiences, feelings and direct observations to find solutions to art problems. Learning to use a variety of skills, techniques and processes allows the students to choose appropriate techniques for a range of traditional and non-traditional art forms. Students research, discuss and write about their own art works and the works of both traditional and contemporary artists. When making and discussing art works students are encouraged to use appropriate terminology.

#### Units of Study / Topics

- Clay building techniques
- Research assignment on famous five artists
- Animal habitat drawing

#### Assessment

- Knowledge of other artists
- Written art analysis
- Knowledge of art terms
- Building technique with clay
- Drawing skill
- Level of control with media

## Visual Communication and Design (VCD)

Students will be introduced to both two-dimensional and three-dimensional drawing systems and will learn to recognise and interpret both drawing styles. Freehand drawing and instrumental drawing skills will be introduced and students will learn to render using tone to enhance three-dimensional form. They will:

- Use a range of media including paper, pencils, markers and digital media
- Learn the basics of Adobe Photoshop to make creative design solutions for their own visual communication
- Learn basic terminology to analyse simple communications

### Units of Study / Topics

- Learning design elements and principles
- Creative type and logo design
- Instrumental drawing
- Advertisement layout

### Assessment

- Drawing skills
- Instrumental drawing techniques
- Use of media and digital media
- Neatness and presentation
- Critical Analysis of design elements
- Knowledge of design terms
- Development of ideas

## Year 7 Electives

### Product Design and Technology

These units explore the hand tools that are used in Technology. It looks at their correct use and safe handling. Particular attention will be given to the tools and their correct names to familiarise students with the language of the subject.

The second focus is on developing skills in creating and making 3D projects. Students will be given a base design project and expected to make appropriate changes to both appearance and construction method. Students are introduced to a range of materials: wood, metals, plastics and paper. They will examine the characteristics of these materials to determine the most appropriate to use.

The final section of the course involves self-evaluation of their work.

#### Units of Study / Topics

- Investigation and design
- Production and evaluation
- Projects such as: toilet roll holder, duck letter holder, serviette holder and cheese board

#### Assessment

- Theory component including a sketchbook containing research, a design brief, visualisation drawings and evaluation
- Practical component including a number of small projects assessed on design and level of finish

## Integrated Studies

Integrated Studies is about developing 21st Century skills. It blends various subject disciplines together in a meaningful way, including English, Humanities and Science, so that students gain a depth and breadth of understanding that goes beyond individual subject knowledge. Units of work are centred on a problem-solving or 'real world' project designed to help students understand the interconnectedness of different disciplines. This holistic approach fosters the 21st Century skills students need to make sense of a complex global world.

Each unit focuses on developing 'the 4Cs' of:

- Critical thinking
- Communication
- Collaboration and creativity

### Units of Study / Topics

- Wisdom, wit and the world
- The science of apples (Topics may vary)

### Assessment

- Student portfolio

## Year 8 Curriculum Overview

### Introduction

The curriculum at Year 8 is organised around the traditional disciplines to ensure all students continue to be exposed to a core curriculum. At this level there is also an emphasis on 'learning to learn' activities to build independent learning skills. Each subject area continues to incorporate interpersonal development and personal learning, as well as thinking and communication skills.

While students at this level are still building the foundation skills required for future studies our curriculum provides programs of study and other activities appropriate to the diverse needs, abilities and aspirations of Year 8 students. One such program is the Year 8 IMAGINE program: a 'hands on' subject which offers a range of practical activities each year.

Students at Year 8 continue to study a curriculum which provides a strong foundation for future academic studies. Programs are provided in the following areas:

- English
- Humanities (History and Geography)
- Mathematics
- Science
- Languages (French)
- Visual Arts
- Performing Arts
- Health and Physical Education
- Information and Communications Technology (ICT)
- Religious Education
- Product Design and Technology

Students may also work on practical units of study in the IMAGINE Program: textiles, design, dance and movement, sport, kitchen science, solar cars and games.

## Learning Enhancement

Casey Grammar's Ignite enhancement program has been designed with the needs of highly able students in mind. It is named to reflect the spark of excitement and curiosity we hope to trigger in students when they are challenged by new, more complex, ways of thinking.

The program is year-long, culminating in a learning exhibition at the end of the year. Students will still attend normal classes but will also have an 'opt out' option to participate in the program. This 'opt out' time will enable them to engage in the full range of Ignite activities or to choose only those of particular interest. All activities will be designed to enrich, provoke and stretch students to maximise their academic potential.

Each Ignite participant will map their unique learning journey through digital learning portfolios. Progress will be monitored throughout the year to ensure growth, commitment and high quality learning.

In 2017 Ignite will be available to highly able students in Years 7, 8 and 9. It is a select entry program and all applicants will be required to sit an entry test before they are offered a place. Numbers are limited. The final round of offers will be made in late February/early March 2017. Participation will not involve any extra cost to parents.

To apply for Ignite 2017 please complete the application form available on the School's website. For any further enquiries please contact Julie Squires on 5991 0800.

## Home Study

At Casey Grammar School students are expected to take appropriate responsibility for their learning and this includes a well-managed home study routine.

At each level we encourage students to organise their time around a 'Study Session' of concentrated, uninterrupted application several times a week. In each session students should have a number of things they set themselves to achieve.

Homework may include:

- Assigned homework exercise
- Practising skills
- Reading – as one of the most vital skills for language development and building personal learning skills students are expected to read widely at home
- Independent research
- Preparatory work for class activity
- Reviewing work – students must develop a routine of regular review as tests and exams form a substantial percentage of each term's results
- Summarising class notes to reflect on learning is crucial for learning success
- Individual inquiry and creative pursuits to build lifelong learning skills

### Suggested Home Study Sessions

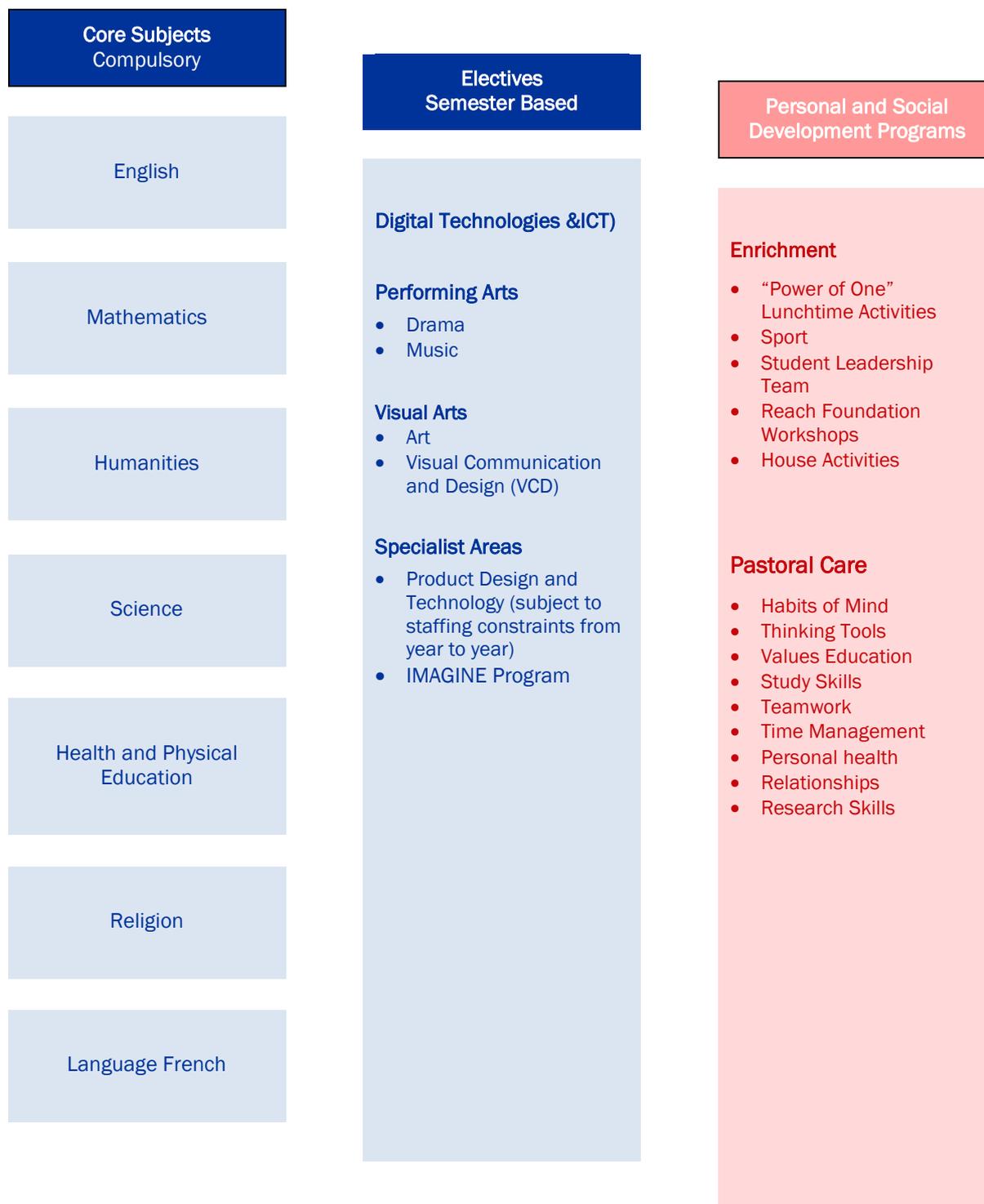
Year Level	Study Session
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Year 8	14 x 30 minutes
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Year 10	14 x 45 minutes
Year 11	15 x 50 minutes
Year 12	21 x 50 minutes

At Secondary School the benefits of homework are well supported by research. The homework areas outlined above show there is never a reason for students to say, "No home study tonight!" Nor is there a reason for students to miss deadlines as the school provides many opportunities for students to catch up during lunch time and after school.

At Casey Grammar we work hard to ensure teachers set effective and achievable homework. Parents need to be aware that sometimes a student who appears to have 'too much' homework might actually be working on material that should have been completed during class time. In such situations a review of the student's learning behaviours will take place in conjunction with the class teacher.

# Curriculum Map

## Year 8 Foundation Sequence of Schooling



## Year 8 Core Subjects

### English

The course is structured around the key dimensions of reading, writing, speaking and listening. Reading involves understanding, interpreting, reflecting upon, and enjoying written and visual, print and non-print texts. Writing refers to the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Speaking and listening refers to the various formal and informal ways oral language is used to convey and receive meaning.

Course content is approached thematically and covers the dimensions in a way which incorporates topics which are relevant to or expand students' interests and horizons and develops their language skills. Various text types are examined, discussed and analysed. Students realise that texts are created for multiple purposes and audiences in a range of contexts. Students explore the power of language and develop strategies to improve their communication skills including planning, drafting, reviewing, rehearsing and editing.

#### Units of Study / Topics

- Personal stories
- Film study
- Responding to a written text
- Persuasive language in advertising

#### Assessment

- Essay
- Multimodal presentation
- Persuasive writing
- Reflective writing

#### Additional Information

- Reading for pleasure
- Author visits
- Writing workshops

## Mathematics

Year 8 Mathematics begins a shift in learning to more abstract ideas. Students still think in concrete ways but they begin to see generalisations and they use symbols to represent these ideas and concepts.

Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to develop more complex mathematical ideas. However, students still need an understanding of the connections between mathematical concepts and their application in their world.

During these levels, students need to be able to represent numbers in a variety of ways; to develop an understanding of the benefits of algebra, through building algebraic models and applications and the various applications of geometry; to explore ways of working with data to allow a variety of representations; and to make predictions about events based on their observations.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Positive and negative numbers</li> <li>• Linear graphs</li> <li>• Fractions, percentages and decimals</li> <li>• Algebra and equations</li> <li>• Measurement</li> <li>• Ratios and rates</li> <li>• Shapes and transformations</li> </ul>	<ul style="list-style-type: none"> <li>• Topic tests</li> <li>• Assignments</li> <li>• Problem solving</li> </ul>

### Additional Information

Students undertake both a Maths Mate homework program and the Mathletics program that run parallel to the conventional course. These programs encourage students to constantly improve and consolidate their overall mathematical skills on a weekly basis.

Each student is also assessed on an individual basis for extension or remedial mathematics where necessary and individual learning programs are implemented as required.

## Year 8 Core subjects

### Humanities

#### Geography

In Year 8 Geography students will investigate two units of study: 'Landforms and landscapes' and 'Changing nations'.

Landforms and landscapes focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by people, hazards associated with landscapes, and the management of landscapes. Students will develop their understanding of this unit using studies drawn from Australia and around the world.

Changing nations investigates the changing human geography of countries through a study of population distribution. Students will explore the economic, social and environmental causes of such changes. Through various case studies and analysis, students will consider the impact of urbanisation in Australia and compare this with other nations, such as China.

The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Landforms and landscapes</li> <li>• Changing nations</li> </ul>	<ul style="list-style-type: none"> <li>• Research assignments</li> <li>• Mapping tasks</li> <li>• Class tests</li> <li>• Source analysis</li> <li>• Note taking</li> </ul>

## History

In Year 8 History, students will explore history from the end of the ancient period to the beginning of the modern period. The study of this period requires students to analyse ways in which the modern world began to take shape through the contact of major civilisations with each other. During the semester, students will study a range of societies including Medieval Europe and Shogunate Japan, as well as exploring the impact of contact between the Spanish Conquistadors and the native population of South America. The content provides opportunities for students to develop historical understanding through key concepts.

The key enquiry questions for Year 8 History are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

### Units of Study / Topics

- The Western and Islamic World: Medieval Europe
- The Asia-Pacific World: Japan under the Shoguns
- Expanding Contacts: The Spanish Conquest of the Americas

### Assessment

- Source analysis
- Research tasks
- Timelines
- Note taking
- Mapping
- Class tests

## Science

The Year 8 Science course is designed to consolidate student's general understanding in the following key areas of Science:

- Biological Science
- Chemical Science
- Physical Science
- Earth and Space Sciences

During Year 8, students continue to develop their understanding of important science concepts across the major disciplines. Current science research and its human application is used to motivate and engage students and develop a richer understanding of how science can be enhanced. They will undertake open investigations that will help to refine their science inquiry skills and further develop their quantitative inquiry skills. Students learn to summarise data from different sources and construct representations of their data to reveal and analyse trends and patterns, using these when justifying their conclusions.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Fair tests</li> <li>• Particles of matter</li> <li>• Elements and compounds</li> <li>• Useful materials</li> <li>• Cells – units of life</li> <li>• Plant and animal systems</li> <li>• Heart and blood</li> <li>• Using energy</li> <li>• Heat energy</li> <li>• Rock hunting</li> <li>• Mining</li> <li>• Investigating space</li> </ul>	<ul style="list-style-type: none"> <li>• Practical reports\skills</li> <li>• Project\assignment work</li> <li>• End of year theory and practical exam</li> </ul>

### Additional Information

Students will be given the opportunity to take part in various extension activities\excursions including: Bacteria Bandit and a field work investigation and access to The University of New South Wales Science In Schools Competition and The National Chemistry Quiz.

## Health and Physical Education

Unless students are healthy in mind and body, they cannot perform adequately in any learning area. Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. At Year 8, this core subject will consist of nine periods per cycle; three periods of Health, two periods of Sport Education, and four periods of Physical Education.

The Year 8 curriculum supports students to refine a range of specialised knowledge and skills in relation to their health, safety and wellbeing, whilst further developing confidence and movement competence in more complex skills in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer skills and concepts across a variety of physical activities. Students explore the important role that games and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities. They also reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Food, nutrition and mental health</li> <li>• Alcohol and other drugs</li> <li>• Relationships and sexuality</li> <li>• Challenge and adventure activities</li> <li>• Games and sports</li> <li>• Lifelong physical activities</li> <li>• Rhythmic and expressive movement activities.</li> <li>• Four week swimming program and water safety activities (compulsory)</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation in class activities</li> <li>• Use of appropriate motor skills and tactics</li> <li>• Fitness testing</li> <li>• Topic tests</li> </ul>

### Additional Information

Because of the school's firm belief in the importance of physical activity, students must participate in this subject. They will not be excused from this subject without a signed note from their parents which explains the nature of their illness. If a physical problem persists, the school will request a doctor's certificate. For many injuries, there is often a modified activity that students will be able to participate in to ensure they are gaining something meaningful from their time in the subject.

## Religion

Students in Year 8 Religious Education will begin the year by studying characters and stories contained within the Old Testament. This will be followed by an in depth study of the New Testament, with a focus on key characters and significant events. Students will be exposed to Aboriginal Spirituality through a study of the Dreamtime, rituals and research into their culture. Students will develop their understanding of stewardship and the need to care for our environment.

### Units of Study / Topics

- Old Testament
- New Testament
- Aboriginal Spirituality
- Stewardship and the environment

### Assessment

Students will be expected to complete an assessment task for each unit studied.

- Character study
- Research assignment
- Poster
- PowerPoint presentation

## Language

### French

In learning a Language Other Than English students develop communication skills and knowledge, and come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language they are studying. Language learning contributes to the development of inter- culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students' own language needs.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Daily Routines</li> <li>• Appearance and Personality</li> <li>• My Home</li> <li>• Leisure Activities</li> <li>• Places and Directions</li> <li>• Shopping</li> <li>• Celebrations, Holidays and Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Regular tests of speaking, listening, reading and writing to monitor student progress and thus influence style and pace of teaching</li> <li>• Completion of workbook exercises</li> <li>• Language based projects</li> <li>• French poetry competition</li> <li>• Participation in group and individual activities</li> <li>• Peer/self-assessment</li> </ul>

### Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis.

Regular written homework will also be set by the teacher, and students are encouraged to access internet websites listed to increase their understanding of the French language and awareness of French culture.

## Digital Technologies & ICT

Students will broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They apply systems thinking skill to evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

Across the band, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

In Information and Communications Technology, they learn to use a variety of ICT tools and techniques to assist with filtering, classifying, representing, describing and organising ideas, concepts and issues. Using software such as databases and spreadsheets enable the filtering and classifying of data and information in order to make more informed decisions.

In addition, students use ICT tools to retrace the decisions made and actions taken when learning and problem solving. By using a range of symbols, charts, images, sound and text, students can create a flow chart that maps their thinking processes and actions. Students reflect on the effectiveness of these saved thinking process maps and retrieve relevant ones to guide future applications. Students become efficient users of ICT for planning collaborative projects that involve creating information products and solving problems.

Students develop their knowledge about the characteristics of data by manipulating various data types, such as text, sound, movies, numbers and images (still and moving), to create formatted information products; for example, essays and reports, animated slide shows, and websites, brochures and cartoons.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Microsoft Office Suite Advanced</li> <li>• Video editing and filming</li> <li>• Mindmapping tools</li> <li>• Online software</li> <li>• Data visualisations</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio and online based</li> <li>• Team based tasks</li> <li>• Assignments and investigations</li> </ul>

## Performing Arts

### Drama

Students build upon the skills developed in Year 7. They continue to explore and develop their characterisation and improvisation skills through a variety of performance styles and genres. They will undertake an improvised satire performance, a scripted performance task, learn about genre and the Dramatic and Stagecraft elements integral to a performance

#### Units of Study / Topics

- Characterisation
- Stagecraft and dramatic elements
- Narrative
- Genre: Comedy, Melodrama and Soap Opera
- Working with stimulus (text, photos, music)
- Issue based drama
- Improvised and scripted performances

#### Assessment

- Improvised performance
- Scripted performance
- Stagecraft design assignment
- Drama folio

### Music

All students study Music for one semester in Year 8. Throughout the semester, they learn about the different styles of music including African Music, Blues Music and Rock Music. Students also listen to, analyse and compose works from a range of styles, developing an appreciation and understanding of music.

#### Units of Study / Topics

- Rhythm
- African Music
- Melody
- Blues Music
- Rock Music

#### Assessment

- Practical assessments
- Composition
- Listening analysis
- Project

## Visual Arts

### Art

This course enables students to gain practical skills in traditional art methods alongside contemporary art media. The course will focus on the exploration of ideas and experimentation. Students will develop confidence working with a range of art media including pencil, paint, cardboard and various other materials. Students will use 2D and 3D art techniques; these include drawing, painting and sculpture to complete their own unique works. Students will be introduced to major art works with an emphasis on those that have played a role in Art History.

#### Units of Study / Topics

- Observational drawings
- Tonal painting
- Tribal mask and introduction to symmetry
- Cubist artwork
- Sculpture: create a chair based on a famous artwork

#### Assessment

- Drawing folio
- Painting technique
- Cutting skills
- Understanding of the art elements
- Development of ideas
- Construction
- Research task
- Knowledge of art terms

## Visual Communication and Design (VCD)

Students will learn to represent their designs in a variety of different drawing methods including freehand and instrumental drawings. They will understand how to use the design elements and principles to create successful layouts. Students will be able to create type designs which are suited for a specific purpose. They will be able to analyse and explain the purpose behind their own designs and those of other designers. They will form an understanding of the design fields. Students will be able to use digital media to refine their own drawn design concepts. Students will have an understanding of the design process and how to use it to present their own design concepts.

They will:

- Understand what design fields and their purpose in Visual Communication and Design
- Use a range of media including paper, pencils and markers
- Improve their knowledge of Adobe Photoshop to make creative design solutions for their own visual communication and be introduced to Adobe Illustrator
- Increase their understanding of design elements and be introduced to the design principles and identify where and why they have been used in visual communications
- Develop an understanding of drawing methods including paraline, perspective and orthogonal

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Create a Pictograph using the design elements</li> <li>• Design a CD design and introduction to design principles</li> <li>• Instrumental drawing of industrial design product</li> <li>• Orthogonal drawing</li> <li>• Promotional poster</li> </ul>	<ul style="list-style-type: none"> <li>• Freehand drawing skills</li> <li>• Instrumental drawing techniques</li> <li>• Use of media and digital media</li> <li>• Neatness and presentation</li> <li>• Critical analysis of design elements and principles</li> <li>• Knowledge of design terms</li> <li>• Development of ideas</li> </ul>

## Product Design and Technology

In Year 8 the course focuses on the hand tools used in Technology. Students will learn correct use and safe handling. Particular attention will be given to the correct names of tools to familiarise students with the language of the subject.

The second focus is on developing skills in creating and making 3D projects. This will be done by visualisation drawings and use of computers. Students will be given a base design project and be expected to make changes to the appearance and construction method. The students use a range of materials: Wood, Metals and Plastics. They will examine the characteristics of these materials to determine the most appropriate to use.

The final section of the course involves self-evaluation of their work.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Investigation and design</li><li>• Production and evaluation</li><li>• Projects such as: plastic key-ring, sliding lidded box, puzzle maze and fruit bowl</li></ul>	<ul style="list-style-type: none"><li>• Freehand drawing skills</li><li>• Theory component including a sketchbook containing research, a design brief, visualisation drawings and evaluation</li><li>• Practical component including a number of small projects assessed on design and level of finish</li></ul>

## IMAGINE Program

The IMAGINE program is a 'hands on' integrated subject that provides opportunities for practical activities such as:

- Textiles
- Design
- Dance and movement
- Sport
- Kitchen Science
- Solar cars
- Games

The focus is on active learning projects.

### Units of Study / Topics

- 
- Build it!
- Make it!
- Move it!
- News flash
- Food literacy (Topics may vary)

### Assessment

- 
- Student portfolio
- Practical work