



Year 8

Introduction

Students are given the opportunity to experience a wide range of subjects during Middle School, so that they can make a more informed choice of subjects as they begin to specialise in later years.

CHRISTIAN STUDIES

Course content:

Term 1:

Structure and authenticity of the Bible

Term 2:

Relationships

Term 3:

Heroes

Term 4:

Christian Living

Teaching methods:

- Bible reading and discussion
 - Personal reflection
 - Reading newspaper articles and real-life stories on current events e.g. refugees.
 - Watching responding to DVD's
 - Listening to music and discussing underlying themes
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ENGLISH

Course content and assessments align with the Australian Curriculum.

Course content:

Grammar and language conventions will be studied. Spelling, comprehension and grammar skills will be practised. Students will read a chosen text independently for fun.

Shared Text – Class Novel each semester

- Varying tasks introduce concepts of genre and theme
- Reading skills and discernment encouraged
- Creative and personal writing
- Understanding the use of English language and how it has influenced other languages
- Essay writing skills introduced and practised
- Persuasive writing and analysis

Poetry

- Concepts of text construction (poetical techniques)
- Analysis of several poems and opportunity for students to compose their own

Shared Text – Class Short Stories

- Varying tasks introduce concepts of text construction
- Writing techniques identified and practised
- Comparison between texts

Shared Text – Class Film

- Varying tasks encourage interpretative thinking skills
- Narrative perspective and characterisation identified along with film techniques
- Essay writing skills practised



Text Production

- Ability to write in different forms
- Creativity and flexibility in ideas and writing.
- Ability to write and edit work in an effective manner.

Critical Literacy Booklet

- Concepts of analysis identifying audience, purpose and form
- Identification of rhetorical devices used to persuade
- Ability to recognise the impact of language and text structures on the interpretation of a text.
- Ability to select evidence from the text to inform their judgement

Bloom's Taxonomy based assignment where students choose their own level.

MATHEMATICS

It is essential that all students have mastered Numeracy to be prepared for the demands placed on their daily life and effective participation in the workforce.

Course content:

- Real numbers
- Percentage
- Ration and Proportion
- Algebraic Operations
- Laws of Algebra
- Equations
- Algebra patterns and formulae
- Problem Solving



- Geometry of Polygons
- Coordinate Geometry
- Congruence and Transformations
- Measurement Length and Area
- Sets and Venn Diagrams
- Further Measurement
- Rates
- Probability
- Statistics

Teaching methods:

Mathematics classes are based on mixed ability Home Groups. Inclusive teaching methodologies are used to cater for a range of abilities.

We will be utilising “Mathematics for Year 8” Haese & Haese and the “Maths Mate” homework program. Student-owned Scientific calculator is required.

Assessment:

A variety of assessment modes are used. Assessment will be both formative and summative.

Assessment will include:

- Regular class tests
- Directed investigations
- Homework
- Mental maths tests
- End of year test



SCIENCE

Science at Year 8 helps the students to understand the world around them. Aspects covered in previous years will be built upon and expanded.

Aims:

- Through this course we intend to establish an awareness of the wonder, diversity and intricate detail of God's creation.
- We live in a constantly changing world. Science has and is contributing to these changes. Through Science, therefore, we intend to prepare and equip our students to fully function in this changing world.
- Science is one vehicle for understanding our body and the environment we live in. Through this course we intend to foster attitudes towards healthy living and we encourage our students to actively contribute to maintaining a healthy environment.

Curriculum outline

Biological Science

- Cells are basic units of living things that have specialised structure and functions
- Multi-cellular organisms contain a system of organs that carry out specialised functions

Chemical Sciences

- Chemical change
- States of matter
- Elements, compounds and mixtures

Earth and Space Science

- Rock formation
- How the Earth is constantly changing

Physical Science

- Different forms of energy
- Transferring and transforming energy

Assessment:

Students are assessed using a variety of assessment tools. Including:

- Topic Tests



- Practicals
 - Skills tests
 - Homework
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GEOGRAPHY

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills.

Course content:

Current topics will include:

- Landforms and Landscapes
- Changing Nations

Key Questions:

- 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?

Assessment:

- Textbooks and workbooks
 - Research assignments
 - Multimodal presentations
 - Group work
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HISTORY

Course content:

The Ancient to the Modern World

Key Questions:

- 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?

Key concepts:

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Overview and Depth Study:

Investigating the:

- Medieval Europe
- Angkor/Khmer Empire
- The Spanish conquest of the Americas

Historical Skills:

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication



LANGUAGES

Year 8 students will choose to study either a European or an Asian language. The languages offered are French and Indonesian. Language is studied by all students unless they require Curriculum Support.

FRENCH

Course content:

Based on “Quoi de Neuf” textbook, students are invited to explore and compare French language and culture with their own.

Throughout the year topics covered will include:

- Geography of France
- Greetings and introductions
- Numbers, days of the week, months of the year
- Describing yourself and others
- Talking about likes and dislikes
- Describing pets
- Talking about your family
- Talking about and ordering breakfast food

INDONESIAN

Based on ‘Saling Silang’ course books. This program focuses on communication and intercultural language learning. Indonesia is our closest neighbour; a country with rich cultural diversity. Students will be exposed to a wide variety of language and cultural materials which will challenge and extend them in their understanding of Indonesian language, culture, traditions, lifestyle and arts.

Course content:

- My Identity
- My friends and I
- My school



- Our traditional food
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THE ARTS

VISUAL ARTS

Course content:

- Colour theory: Nintendo inspired painting
- Clay fish sculpture
- Observational drawing
- Portraiture drawing techniques
- Design based lino printing
- Art analysis of a variety of artworks

Teaching methods:

- Class teaching
- Discussion
- Demonstration
- Teaching aids and examples
- Student practical

Assessment:

- Folio back-up work towards final practicals
 - Final practical artworks
 - Theory analysis exercises
 - Homework extension exercises
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DRAMA

Students will focus on:

- Basic stage techniques
- Characterisation
- Script writing
- Movement
- Voice
- Story telling
- Producing, Rehearsing and Performing Work
- Analysis and Evaluation of Performance Work
- The Performing Arts Industry Research
- Design in Drama

Assessment:

- Reflective Journal Writing
 - Observations of practical work during workshops
 - Demonstrations of skills during class
 - Workshop presentations/performances
 - Ensemble skills
 - Personal Industry Project
 - Character Performance
 - Design project
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MUSIC

Aim:

Year 8 Music ensures that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians.
- skills to compose, perform, improvise, respond and listen with intent and purpose.
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions.
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

Course content:

- Class band/choir, small group work - rehearsing, performing and composing musical works of varying styles.
- Using music technology to compose, arrange, record and mix music.
- Analysis of performance.
- Theory and aural (equivalent to AMEB Grade 1).

Teaching methods:

- Music technology (software - Auralia, Musition, Noteflight, Studio One, Soundtrap. Hardware - microphones, amplifiers and mixing consoles)
- Demonstration
- Discussion
- Group and individual work
- Rehearsal process and performance
- Evaluation and reflection

Assessment:

- Knowledge and understanding
- Skills Development

Other information



As Music is a compulsory subject for Year 8, students are encouraged to begin instrumental tuition (30 minutes per week) if they are not doing so already. However, this only becomes a requirement in Year 9. Students are encouraged to audition for extra-curricular ensembles and participate in musical events outside of school hours.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

Aims:

The aim of these practical units is to provide students with an enjoyable opportunity to develop and build upon their current sporting abilities and self-esteem through group games/activities. Specific sport skills and rules are taught with fair play and teamwork being a main emphasis. This subject is designed to encourage students in the pursuit of regular physical activity, improve general fitness, teamwork and develop social skills in the context of sporting endeavours. Students will be given opportunities to participate in after school sport and various inter-school competitions over the course of the year.

Course outline:

Sports and activities may include:

● Athletics	● Basketball	● Soccer
● European Handball	● Lacrosse	● Ten Pin Bowling
● Volleyball	● Touch Football	● Softball
● Table Tennis	● Wheelchair Sports	● Minor / Modified Sports
● Dance	● Fitness Testing (including Gymnasium visits)	● AFL 9-a-Side



Students are encouraged to be involved in one or more of these sports (in a team or as an individual) at a school level or at a district level to promote and maintain a healthy and active lifestyle.

Assessment:

Assessment is based on student's sport specific skills, participation, attitude and skill development (ie individual and team contribution, leadership, tactical awareness and game play).

HEALTH

Aims:

Year 8 Health provides a basis for understanding the key issues for our Health in the 21st Century and reinforce each student's understanding of their identity in Christ. This course aims to provide relevant information to encourage students to take responsibility in making wise 'lifestyle choices' based on accurate knowledge, positive attitudes, and the development of appropriate social skills.

Course Outline:

Physical Health and Fitness <ul style="list-style-type: none">● Physical Activity● Energy Balance● Body Image● Eating Disorders● Characteristics of fitness● Components of fitness● FITT principle	Healthy Choices <ul style="list-style-type: none">● Relationships● Alcohol● Smoking● Cyber bullying	Human Anatomy <ul style="list-style-type: none">● Skeletal System and Muscular System
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Assessment:



- Workbooks
- Oral presentations
- Research assignments
- Participation in class activities/discussions

HOME ECONOMICS

Course content:

Year 8 Home Economics incorporates a focus on healthy eating and design and sewing techniques. This includes further developing students' cooking and sewing skills by preparing a variety of dishes and also creating a pencil case.

Food	Nutrition	Textiles
<ul style="list-style-type: none">• Kitchen safety (OHSW) and equipment usage• Cooking healthy foods – snacks and meals• Simple family meals• Food presentation	<ul style="list-style-type: none">• Daily nutritional requirements• Understanding Food labels• The Australian Guide to Healthy Eating	<ul style="list-style-type: none">• Safety and equipment usage (OHSW)• Understanding sustainable futures and ethically sourced materials• Use and care of natural fibres• Handling textiles• Construct a pencil case with zip

Assessment:

- Practical sessions
 - Organisation and time management
 - Team collaboration
 - Skill development and knowledge
 - Presentation and plating
 - Safety and Hygiene
- Research task



- Bookwork

Students are issued a booklet which contains all worksheets, homework and assignments.

DESIGN AND TECHNOLOGY

Students use the design process of Investigating, Planning, Producing and Evaluating. Students Investigate various maze designs, plan suitable design solutions and then Produce and Evaluate their design. An introduction to basic electronics allows for the use of LEDs to illuminate a desktop sign. Computer Aided Design is used to draw the design ideas and laser cutting is used to cut out the maze and to 'engrave' the illuminated sign.

Content:

- Safety
- Creativity, inventiveness and problem solving
- Computer-aided drawing and 3D modelling
- Pressure moulding and forming acrylic plastic
- Laser cutting
- Basic electronics
- Joining acrylic

Assessment:

- Design Folio – Investigation, Planning and Evaluating
- Design ideas
- Knowledge and understanding
- Computer aided design
- Time and resource management
- Projects produced



DIGITAL TECHNOLOGIES

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Course content:

- Introduction to Computer Science
- Algorithms
- Data representation
- Edison Robots

Objectives:

- Plan and manage digital projects to create interactive information.
- Define and decompose problems in terms of functional requirements and constraints.
- Design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions.
- Evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.
- Analyse and evaluate data from a range of sources to model and create solutions.
- Use appropriate protocols when communicating and collaborating online.

Assessment:

- Tutorial completion
 - Project and assignment work
 - Skill demonstration
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CURRICULUM SUPPORT

Supplementary support classes are available for students who have a diagnosed Learning Difficulty or a school assessed delay in skill development (eg: two years behind peers in reading/spelling). Curriculum Support occurs on an elective line and class size is capped to ensure optimum pupil/teacher ratio. Students may choose to participate in Curriculum Support for one or two semesters.

Students must be identified as ***requiring***:

- Additional supervised time to complete homework and assignments
- Further explanation of concepts and skills in specific subject areas such as English, Maths or Science

There will usually be two independent work sessions per week. During these sessions, students bring work that they need time or assistance to complete, or undertake individualised programs designed by the Support Teacher in conjunction with class or subject teachers. Executive functions such as goal setting, task analysis, prioritisation and time management are a focus during this time. The third lesson is flexible and dependent upon overall student needs.

Skills covered may include:

- Relevant maths topics
- Persuasive writing
- Note taking
- Paragraph construction
- Vocabulary development through literature and other text forms

Selection of this subject requires consultation and agreement between parents, class or subject teachers, support staff and the Head of School.



EXTENSION PROGRAMMES

Launch programs and events are available for students who have been identified as gifted and talented. Students who have a special interest in a particular area may also be invited to participate. Identification processes and include:

- Teacher observation and nomination
- Work samples
- Student interest surveys
- Parent surveys
- Middle Years Attainment Test (MYAT)
- National Assessment Program – Literacy and Numeracy (NAPLAN) test
- Identification checklists

Launch events provide gifted and talented students with appropriately challenging enrichment, extension and acceleration experiences. They occur through withdrawal from classes as well as lunch time and after school clubs. Events can include the Future Problem Solving, Tournament of Minds, Debating, Chess interschool tournaments, Mathematics and Informatics Olympiad programs and competitions, Rostrum, Speaking Competitions, de Vinci Decathlon, First Lego League, Brain Bee and the Oliphant Science Awards. Specialized workshop days that focus on extending and enriching an identified learning outcome. Growth Mindset strategies are taught and implemented.