YEAR 8  RELIGIOUS EDUCATION

Course Description
The topics covered in the Year 8 syllabus are: Sacraments - Baptism, Saints and Living a Full Christian Life, St. Paul: a Christian Hero, Jesus – Background, Parables and Miracles, Social Justice, Women of Faith. Through this course, students are encouraged to develop a deeper understanding of themselves, knowledge of the Church and the faith traditions to which they belong. The units of work offer a variety of learning environments and methods for students to reach specific outcomes.

Rationale
Religious Education is one of a number of initiatives offered at the Academy of Mary Immaculate to develop the full person. Its primary focus is the development of faith in a Christian context and Roman Catholic tradition. Enriched by the charism of the Sisters of Mercy, in Religious Education students study various elements of Scripture and Jesus; Church and Community; God, People and Religion; Prayer, Liturgy and Sacraments; and Morality and Justice. It encourages belief and nourishment of the spiritual and communal life of the individual and College. The Catholic school and the Religious Education class is a forum for learning about and taking on Jesus’ values of mercy, compassion, forgiveness, respect for the dignity of the individual, honesty, justice, equality and hope.

Outcomes
These are taken from the Religious Education Curriculum Frameworks for Catholic Schools in the Archdiocese of Melbourne. A selection of what are desired outcomes include:

- To investigate Baptism as a Sacrament of Initiation.
- To understand that the Sacrament of Baptism is central to the life of the Church and to each individual.
- To understand the place and importance of saints in the Christian tradition.
- To investigate the life story and challenges of a particular saint.
- To understand St. Paul’s place and importance in the early Christian Church.
- To become familiar with some of Paul’s key ideas found in his letters in the Christian Scriptures.
- To become aware of different expressions of Catholicism.
- To explore the person and presentation of Jesus in the Canonical Gospel Accounts.
- To recognize, identify and describe the key parables and their teachings contained within the four Gospel Accounts.
- To explore the concepts of justice within a social context today.
- To identify the variety of ministries of social justice within the Catholic Church.
- To identify good things in their own and the wider world, and consider the concept of evil and its effect in a variety of life situations.
- To appreciate aspects of Christian living which assist a person to grow towards goodness.
- To study women of faith in the context of the continuing Catholic Tradition.

Assessment Tasks
Students complete a number and variety of tasks throughout the year in Religious Education. In Semester 1 the girls will complete the more formalized Assessment tasks:

- Brochure on Baptism
- Newsletter on a Saint
- Folio – St Paul.

In Semester 2 the girls will complete the following Assessment tasks:

- Newspaper article - Jesus
- Folio - Social Justice
- Research task – Women of Faith.

Resources
The RE class utilises a number of different resources. The two principal resources include:

The Bible and The Archdiocesan text titled To Know, Worship and Love Year 8 (Student Textbook).

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YEAR 8 ENGLISH

Semester 1 Course Description
The Year 8 English course uses literature as a basis for focused work in the areas of reading, writing, and oral communication. Students read, study and respond to the novel, Parvana by Deborah Ellis. Reading for pleasure is emphasised, with students regularly visiting the Fiction Library. In addition to regular visits each class will attend one period per cycle for a term during which they will be introduced to books from a variety of genres by the teacher librarian. They will then be required to select one book and write a detailed response which they will present to their peers and which will be assessed. Students also learn to write in a variety of genres and to gain experience in speaking formally in public, while the rules of grammar are taught through the text Successful English, Book 1. In addition, regular spelling tests are conducted.

Our Learning Outcomes enable students to:
- Listen to and produce a range of spoken texts dealing with some challenging themes and issues
- Discuss critically the spoken language use of others and select, prepare and present spoken texts for specified purposes and audiences.
- Identify and control some linguistic structures and features of a range of spoken texts that enable speakers to influence audiences
- Identify and use a range of strategies to influence an audience.
- Read and justify interpretation of a range of texts that present some challenging themes and issues.
- Use strategies to select resources, locate, interpret and synthesis key information and ideas from a range of texts
- Use a range of text types to write about some challenging themes and issues
- Adjust writing for a range of contexts, purposes and audiences.
- Identify and control the linguistic structures and features of written texts that present some challenging themes and issues
- Use a range of strategies to plan, compose, revise and edit texts that present some challenging themes and issues.

Assessment Tasks
1. Writing Folio
   Students submit a folio including personal pieces of writing and a creative response to crime fiction.
2. Text Response
   Students write an analysis of crime fiction and an analytical response to the text set for study: a character/theme-based response to Parvana
3. Oral Communication
   Students devise and present a formal oral presentation.
4. Language Study
   An average of regular spelling and vocabulary tests based on the texts set for study, as well as selected units from Successful English, Book 1.

Semester 2 Course Description
The Year 8 English course uses literature as a basis for focused work in the areas of reading, writing and oral communication. Students read, study and respond to the novel Chinese Cinderella and the film Edward Scissorhands. Reading for pleasure is emphasised, with students maintaining a log of their personal reading. Students also learn to write in a variety of genres and to gain experience in speaking formally in public, while the rules of grammar, including regular spelling tests, are taught through the text Successful English, Book 1.

Assessment Tasks
1. Writing Folio
   Students write a creative response to Edward Scissorhands.
   Text response
   Students write an analysis of a scene from Edward Scissorhands and an analytical response to Chinese Cinderella.
2. **Oral Communication**
   Students present a role play based on Edward Scissorhands.

3. **Language Study**
   Selected units from *Successful English, Book 1*, as well as regular spelling tests.
YEAR 8 MATHEMATICS

Course Description:
In Year 8 Mathematics particular emphasis is given directed numbers, algebra and to the use of technology and tools to support problem solving. A practical approach is taken to probability and measurement using a variety of equipment to simulate games of chance. Students are exposed to a variety of problem solving activities including Maths300 tasks.

Enrichment Mathematics is available for capable Year 8 students who are enthusiastic, motivated and seeking challenging activities. Enrichment Mathematics is additional to the timetables classes and interested students can apply at the commencement of each semester. These students will be involved in a range of mathematics competitions.

Rationale
The study of mathematics enables students to acquire the mathematical knowledge, ways of thinking and confidence to use mathematics to:
- conduct everyday affairs, eg. monetary exchange, planning and organising events and measuring,
- make informed decisions at the personal, community and vocational level,
- engage in the mathematical study needed for further education and employment.

Mathematics involves practical activities, problem solving, investigations and skills exercises designed to enhance the students’ understanding of concepts and develop skills in all areas of study. As a result, students should: realise that mathematics is relevant to them; gain an appreciation of the development and power of mathematics; and realise that mathematics is an activity requiring the observation, representation and application of patterns.

Semester 1
The major topics are as follows:
1. Positive and Negative Numbers (3 weeks)
2. Perimeter and area (3 weeks)
3. Algebra (4 weeks)
4. Probability and Simulation (4 weeks)
5. Numbers, Percentages and Applications (3 weeks)
6. Mathematics Problem Solving (within topics)

Semester 2
The major topics are as follows:
1. Linear Equations (4 weeks)
2. Nets and Solids (4 weeks)
3. Surface Area and Volumes (3 weeks)
4. Cartesian Plane and Graphs (4 weeks)
6. Mathematics Problem Solving (within topics)

Assessment Tasks
In each semester students are assessed in:
Skills Tests
- Three or four skills tests each semester
Investigations
- Investigations requiring the selection and utilisation of appropriate mathematical processes.
- Homework Activities
Problem Solving
- Numerous tasks that require students to develop a strategies and then provide solutions to specific problem solving tasks.
YEAR 8  SCIENCE

Semester One

Course Description
This unit consists of four topics that comprehensively address the Level 5 standards of the Victorian Essential Learning Standards. The four topics are:

- **Systems for Survival** - Observation of living things in terms of obtaining, transporting and using nutrients are explained.
- **Keeping Healthy** - Looks at your body's requirements to stay healthy: Hygiene; a balanced diet; exercise and diseases.
- **Sensational Waves** - Describe the similarities and differences between heat, light and sound, the ways that they are transmitted and reflected from plane and curved mirrors. Understand that they are forms of energy and that they can be converted from one form to other forms of energy. Explain the transfer of heat by radiation, conduction and convection.
- **Rock of Ages** - Investigate the properties of igneous, metamorphic and sedimentary rocks and relate this to their uses. Describe the formation, composition and cycling of rocks.

Rationale:
Science education develops students' abilities to pose questions and provide answers about the physical, chemical and biological world. Science education actively investigates science in society and the environment to provide students with a link between science and technology. It provides students with an understanding of the way scientists work in the community and safety issues that need to be considered.

Learning Focus:
As students work towards the achievement of Level 5 standards in Science, they will:

- Develop an understanding of themselves as organisms composed of different cells and systems working together.
- Explore the relationship between system failure and disease in humans.
- Describe the characteristics and applications of the transmission and reflection of energy in the form of heat, light and sound.
- Describe the formation, composition and cycling of rocks.
- Relate the properties of rocks to the way in which they are used.

Assessment Tasks:
1. **Practical Activities** - Activities emphasizing accurate recording and interpretation of results.
2. **Interpretation and Evaluation** - Problem solving activities related to data presented in graphs, tables and text.
3. **Independent Investigations** - Research based tasks that will consist of information and learning technology.
4. **Topic Tests** - Student responses to a series of qualitative and quantitative questions completed under test conditions.

Resources:
Heinemann Science Links 2 (VELS Edition)

Semester Two

Course Description
This unit consists of five topics that comprehensively address the Level 5 standards of the Victorian Essential Learning Standards. The four topics are:

- **Chemical Reactions** - Investigating physical and chemical changes and the evidence of chemical changes. Investigating gases such as hydrogen, oxygen and carbon dioxide and the experimental tests
for these gases. Investigating the factors that increase the rate of a chemical reaction. The role of chemical reactions in industry and the importance of preservatives and additives in food.

- **Acids and Bases** – Investigating the composition and properties of acids and bases and how they are used in society. Exploring the meaning of the pH scale and the use of indicators.
- **The Universe Exposed** - Define the Universe, its major components and the possibility of traveling across it. Design a space colony or station that demonstrates the challenges of living and working in space as well as space travel.
- **Ecosystems** - Investigate the interactions between living things and their non-living surroundings by looking at food chains and food webs and the effect of extinction and introduced species.
- **Making Life Easier** – Exploration into the use of simple and complex machines that use inclined planes, gears, pulleys and levers as a method of modifying force.

**Rationale:**
Science education develops students’ abilities to pose questions and provide answers about the physical, chemical and biological world. Science education actively investigates science in society and the environment to provide students with a link between science and technology. It provides students with an understanding of the way scientists work in the community and safety issues that need to be considered.

**Learning Focus:**
As students work towards the achievement of Level 5 standards in Science, they will:
- Describe ways of producing a chemical change and influencing its rate.
- Describe major components of the universe and determine what is required to live in space.
- Describe interactions between living things and their non-living surrounding.
- Use gear systems to demonstrate the relationship between force and energy.

**Assessment Tasks:**
1. **Practical Activities** - Activities emphasizing accurate recording and interpretation of results.
2. **Interpretation and Evaluation** - Problem solving activities related to data presented in graphs, tables and as text.
3. **Independent Investigations** - Research based tasks that will consist of information and learning technology.
4. **Topic Tests** - Student responses to a series of qualitative and quantitative questions completed under test conditions.

**Resources:**
Heinemann Science Links 2 (VELS Edition)
YEAR 8  PHYSICAL EDUCATION & HEALTH

Seminars 1 and 2
Course Description
Year 8 Physical Education is composed of two 50 minute periods per week (one double period) and Health is one 50 minute period per week. The course in Physical Education and Health encompasses a variety of team and individual pursuits, and various areas of study related to Health issues including the following:

Semester 1:PE
Recreation
Athletics
Gymnastics
Cricket (Indoor / Outdoor)

Semester 2:PE
Heart Health - Skipping
Soft Lacrosse
Indoor Soccer
Volleyball
Basketball

Semester 1: Health
Developing Positive Relationships
Cyberbullying

Semester 2: Health
Adolescence – Changes & Challenges
Adolescence Can Be Risky Business

Physical Education and Health at this level aims to expand on basic skills learned at Year 7 through teaching major games and applying skills in game situations and furthering students’ knowledge about their bodies and its functioning.

Rationale
Physical Education and Health provides students with the opportunity to work in groups, plan strategies, practise drills and create movement sequences. Students will explore their own and other’s techniques through movement analysis. Health provides students with the opportunity to examine their own health and the health of others in the community and to explore safety practices and understand strategies to improve the quality of their health by examining physical activity and the community, human relations and human development.

Students will take part in co-operative and competitive group and individual activities adopting different roles in groups. They will use a range of motor skills in game situations and set plays, in both attacking and defensive situations.

Outcomes
At the completion of these studies, students will be able to:

• Describe the positive and negative health outcomes of a range of personal behaviours and community actions.
• Describe health services and products associated with government and non-government bodies and how these can be used to support the health needs of young people.
• Describe national and state strategies for addressing contemporary health-related issues.
• Describe the policies and priorities of major health bodies in meeting the health needs of a selected group.
• Describe the major tasks involved in establishing personal identity
• Describe the physical, social and emotional changes that occur during adolescence
• Describe ways in which individuals and groups seek to influence the behaviours of others concerning friendships and relationships
• Describe the changing nature of stereotypes and how this affects individual, family and community expectations.
• Describe and evaluate the influence of family and community in the development of independence as part of personal identity.
Assessment Tasks
Physical Education
- Recreation Reflection
- Written Tests in selected sports
- Skill Acquisition in selected sports
- Rhythmic Gymnastics Routine

Health
- Relationships Assignment
- Cyberbullying
- Test: Rethinking Drinking
- Smoking Research Assignment

Student Text
“Health and Physical Education” – Ruskin, Proctor, Korth
“Rethinking Drinking: You’re In Control” - DOE

College Resources
The IRC has many varied resources purchased specifically to support this course.

YEAR 8          HOME ECONOMICS

Semester Unit:  "Food Glorious Food"

Rationale
Food is important, both in terms of individual functioning and community practices. We use food to provide nutrients for growth, energy and in turn, health. We also use it to meet emotional and social needs and it is used in the practices of different groups and cultures.

Due to the large significance of food in people's lives, it is important to provide students with a basic knowledge of food preparation techniques and nutrition that can be easily applied to individual and family eating patterns. Home Economics at Year 8 level focuses on the family. The family is the network which establishes an individual’s eating habits. It is therefore necessary to provide the student with the knowledge and skills necessary to maximise good health throughout the life cycle.

Course Description
This unit of work focuses on the family through the areas of Management, Nutrition, Human Development, Food Preparation and Health. These in turn can influence attitudes, beliefs and values which support health enhancing behaviour.

The areas of study explored: safety and hygiene within the kitchen, motivation to make healthy food choices, skill and confidence in healthy food preparation, problems which can influence healthy food choices, multicultural diets and adolescence.

Outcomes
At the conclusion of this unit students will be able to:
- Analyse a range of influences on personal and family food selection and identify major nutritional needs for growth and activity
- Identify the health concerns of young people and the strategies that are designed to improve their health
- Work safely and hygienically with a range of tools and equipment
- Select appropriate equipment and techniques to safely test and evaluate the performance of their products. Recommend improvement of their performance, function and appearance of their product
- Reflect in individual team outcomes and act to improve their own and other’s team performance
Assessment Tasks
1. Workbook. Ongoing record keeping of all class topics, homework and journal.
2. Completion and presentation of a good food model demonstrating the use of "Healthy Living Pyramid".
3. Research Activity - "Are you getting enough calcium?"
   Data gathering and investigation related to health enhancing behaviour.

Reference
Food people and Technology - 1 (3rd Edition)
Gail Major & Glenda Maes
YEAR 8  DANCE

Semester Unit

Course Description
Students will gain knowledge of a number of choreographic forms and structures, for example: ‘accumulation’, ‘advance/retreat’ and ‘call and response’. They will use these structures to experiment with movement and to choreograph their own work. Students will also examine a range of dance styles and the training and technique these styles require.

Students will also learn to apply knowledge of the safe use and care of the body in the development of their physical skills and body actions in each class.

Outcomes
- Improvise individually and in groups to develop new ways of moving
- Create dances sequence based on choreographic forms and structures.
- Respond to stimuli and move appropriately
- Understand a range of dance styles, e.g. Charleston, Rock ’N’ Roll, and Salsa.

Assessment Tasks
- Group performance
- Written assignment
- Journal

Resources
- Compulsory dance uniform worn to all classes
- DVD’s
- Sound system
- CDs – iPods
- Workbook – 64 Page Exercise Book
- IRC

YEAR 8  DRAMA

Semester Unit:  Comic Art: Comedy and Expressive Skills through Drama

Rationale
This unit aims to develop student’s performance, scriptwriting and expressive skills. The dramatic skills of movement, improvisation and cooperation are developed.

Course Description
Year Eight Drama further develops the skills of mime and improvisation taught in Year Seven through the exploration of a variety of the comic arts. Students are introduced to the comic styles of slapstick, farce, satire and surrealism. Students then explore the acting styles of melodrama and the medieval comic style of Commedia Del Arte which culminates in a performance in this style.

Outcomes
At the conclusion of the unit students will have
- Explored manipulating the dramatic elements and process
- Have introduced the students to comic skills
- Developed plays for performance.
- Developed an understanding of the theatrical style of Commedia del Arte
- Developed plays with a clear narrative
• Had the opportunity to develop cooperative skills
• Developed appropriate drama vocabulary
• Reflected on and analysed their performance work and others
• Analysed a professional performance

Course Assessment

1. Performance Tasks
Students develop and present performance tasks which focus on the key skills taught in the unit.

2. Journal
Students are required to maintain a journal of class activities, including reflections, script ideas, research and analyses of performances.

3. Performance Analysis
Students present a written analysis of a performance.

Student resources
Students will need to bring a journal (exercise book) to each class. Students are permitted to change into their dance uniform at the start of each class.

YEAR 8 MUSIC

One Semester Only

Rationale: Music is essentially an aural art form, which can also involve bodily movement and the senses of touch and sight. To satisfy this art form students will use both musical instruments and voice to compose, improvise, perform, listen and respond to their own music and that of others.

Course Description: Students explore the qualities of sound by improvising, composing, interpreting and performing music in a range of styles and forms. They use vocal and instrumental, acoustic and electronic sound sources. They develop their aural perception and sensitivity in making choices about the nature of the elements of music in works they create and perform.

Objectives:
Upon completion of Year 8 Music, students will be able to:
• Use starting points such as observation, experiences and research to express and present ideas and feelings when making and presenting music.
• Demonstrate a range of skills, techniques and processes in organising music elements to structure music.
• Describe how the organisation of music communicates ideas and feelings.
• Demonstrate an understanding of the ways in which music is made in particular cultural and historical contexts.

Assessment Tasks:
Students will be selecting their own assessment tasks based on 24 set activities. They will complete one from each of the following areas:
1. Keyboard
2. 20th Century
3. Aural skills
4. Theory knowledge
5. History of Western Music
6. Combining Theory, Aural and Keyboard

References: Web-based resources uploaded to the school intranet
YEAR 8 HUMANITIES

GEOGRAPHY:
Course Description
Firstly, students will learn about advanced geospatial skills including area grid references, contours and cross-sections.
Students learn to ask a series of geographical questions and follow an inquiry –based approach incorporating identification, observation, description, analysis, explanation, synthesis and evaluation. This extends their understanding and provides students with a well-researched, informed spatial perspective to apply to local and global issues, including sustainable use and management of the world’s resources. This region that this topic will look at is the Asia – Pacific region. The Asia-Pacific region covers nearly one-sixth of the Earth’s land surface, and a large proportion of its water body, the Pacific Ocean. It features great physical and human contrasts, diversity of languages and religions, and is the centre of much of the world’s trade. With their close proximity to our own continent, Asia and Pacific nations play an important part in Australia’s affairs. It is within the Asia-Pacific region that trade, tourism and educational growth between our nations is taking place.

Rationale
This unit provides opportunities to gain a significant understanding of issues and challenges facing the region. Students have the opportunity to look at aid links between Australia and countries of the Asia-Pacific region. Students develop their geography skills.

Outcomes
- Apply knowledge and understanding of scale, contours, cross sections grid references, legend and direction in using maps.
- Use topographic maps, atlas maps and geographic information systems as sources of spatial information.
- Explain, with examples from the Asia-Pacific region, how the interaction of physical processes and human activities change the characteristics of regions.
- Understands the consequences of human activity on local and global systems and understands how to act as a responsible global citizen.
- Understands the environmental principles and ethical issues involved in creating and working towards sustainable futures.

Assessment Tasks
1. Test on geospatial skills
2. Research project – Australia / Asia – pacific region

HISTORY:

Course Description
This unit describes the people, places and period of the Middle Ages and the Renaissance. The course comprises of:
- **The Middle Ages**: a brief introduction of the decline of the Roman Empire and the rise of the Barbarians; the Feudal System; Daily Life; Education; Religion and Witchcraft; Crimes and Punishment; Growth of towns and development of banking; the Black death; the Crusades.
- **Renaissance**: Artists, Patronage and thinkers; Religion; Exploration; the Printing Press

Students will encounter, research, study and report on different people and places from the past and of today, making connections and comparisons with their own lives in their own time and land.

Outcomes
- Analyse and describe key aspects of the life in ancient and medieval societies.
- Compare key aspects of past and present societies (e.g. social and political ideas and structures and cultural values and beliefs).
- Analyse change and continuity over time.
- Sequence events and develop timelines.
• Use a range of evidence to describe features of past societies.
• Understand how ancient societies have provided a foundation for modern society.
• Compare ancient and medieval societies with contemporary societies, including Australia.
• Explore key concepts of ancient and medieval societies (e.g. democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism).
• Investigate daily life, the role and work of various groups, the division of labour between men and women, education, rituals and family.
• Explore the values and beliefs of societies through their religions, myths and legends and their social and political structures.
• Examine the ways the culture was expressed through art, music, literature, drama, festivals and education.
• Learn about key events, significant individuals and the influence of trade and contact with other cultures.

Assessment Tasks
1. Analytical Task based on the daily life in MEDIEVAL society, for example witchcraft, the Plague, the Crusades
2. Folio: a series of tests and activities including map work, comprehension questions, timelines, short responses etc.

Resources
• SOSE 1, Calandra, A. Jacaranda. (class text 2006)
• Humanities Alive 2, Easton, M. et al. Jacaranda
• Heineman Atlas
• Threads of Time, Coupe and Scanlan. (Class set in IRC)
• History Adventures, Davies et al. (Class set in IRC)
• Various educational videos, internet sites and relevant software.

CIVICS AND CITIZENSHIP

Course Description –
Government concerns all people. Often people feel distant or removed from a political process which seems dominated by politicians. However, as citizens of a democracy, we can participate in certain aspects of government. Australian citizens aged 18 or over have an obligation to vote to select the political party they would like to govern Australia. The aim of this unit is to ensure students understand and question the key aspects of our Democracy, namely that we are a Constitutional Monarchy with a Constitution and a Federal Parliament consisting of a Senate and House of Representatives. We also have a leader who is Prime Minister and is supported by a Cabinet whose decisions often filter down and affect all of us.

Outcomes
• Explain the origins and features of representative government
• Explain the importance of political rights and describe how they were achieved in Australia
• Identify and question the features and values of Australia’s political system
• Describe the purposes of laws and the processes of creating and changing them
• Use a range of sources for inquiries, including the mass media, and present viewpoints based on evidence
• Identify and discuss the qualities of leadership through historical and contemporary examples evidence

Assessment Tasks
• Test on Australian government and class activities
• Individual project on Australian political system

RESOURCES :
• Relevant educational videos/DVD/internet sites/software
• Jacaranda SOSE, Grace Ciavarella, 2000
- Discovering Democracy kit
- Humanities Alive 1&2 - Jacaranda, Maggy Salais, Peter Van Noorden, Jo Lamont, 2005

**ECONOMICS**

**Course description:**
Economic issues affect us all. Whether we can find employment, can afford to buy a home or take an overseas holiday or increase the amount of income we earn depends on the economy. Knowing a little about the economy makes some of these issues clearer. In this unit, students will discover that by choosing to spend their money, they are sending a signal to producers to keep making products they buy. They are therefore helping to create work opportunities for people make the products they buy. Students will learn that all people play a role as important resources, in addition to our finite natural resources, in the Australian economy.

**Outcomes**
Students will discover:
- Why consumers and producers need each other
- The law of demand and supply
- How Australia’s resources are used
- The importance of international trade

**Assessment:**
1. Major Assignment on current Economic issues/challenges in Australia
2. Folio (series of tests and class activities)

**Resources:**
Jacaranda ‘Humanities Alive 2’ 2006 Easton, M / Saldais, M / Lamont, J / Van Noorden, P
Blackline Masters ‘An Introduction To Economics’ Cattell, Tim
Blackline Masters ‘Consumers, Business and Markets’ Cattell, Tim
Various educational websites/DVD/Videos and assorted handouts
YEAR 8 INFORMATION TECHNOLOGY

Rationale
This study addresses computer generated design in technology. It will enable students to work with design briefs, investigate information products in their community and to generate solutions for design problems for specified audiences. Students will be able to develop their keyboard, file management skills and to continue to build their confidence when working in an information technology environment.

Course Description
Students will work on activities that develop their knowledge and skill in the areas of design, multimedia sound and video, basic programming, animation, webpage creation, editing and manipulating images. A large range of software will be covered.

The course runs over a twelve week period, with 6 periods per fortnight contact.

Outcomes
At the completion of these studies, students will be able to:

- Manipulate various data types, such as text, sound and images, to create information products.
- Utilise various software tools to assist with problem solving decision making.
- Apply a range of processing skills and equipment to solve problems and create products
- Organise their folders logically, appropriately name and locate files for sharing with others.

Assessment Tasks
1. Electronic Portfolio – a collection of PhotoEditor, Microworlds, Moviemaker and Web Design Folios.
2. Movie Clip – a short video designed to advertise the Mercy Day.
3. Animation project – an original design for an animated scene using Microworlds.
4. Website design - an original website design that displays all work studied in this unit.

Resources
PhotoEditor
MovieMaker
Adobe Dreamweaver CS5
Microworlds EX
Handouts
YEAR 8  FRENCH

Rational
The study of a language other than English contributes to the overall education of student, most particularly in the area of communication, but also in the area of cross cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Course Description
Semester 1
Students begin their study of French by learning to use it in familiar situations such as school and meeting new friends. They learn to describe people including aspects such as age, personality, language, nationality and where they live. They learn the vocabulary for family members, countries, days of the week and months of the year. Grammar includes subject pronouns, basic verbs in the present tense, the definite and indefinite articles and the plural of nouns. Oral work includes an emphasis on correct pronunciation. Students are given the opportunity to deepen their knowledge and understanding of the French-speaking world.

Semester 2
A variety of vocabulary is introduced including past times and hobbies, sports, food, weather and housing. Grammatical items include possessive and descriptive adjectives, position and agreement of adjectives, regular and irregular verbs in the present tense and negative verb forms. Students learn to ask for and give the time, day, date, address and phone numbers. Students continue to deepen their understanding of the French-speaking world.

Outcomes
This unit will enable students to develop competence in the four main language skills:

Listening
Listen to teacher, peers and others exchanging personal or factual information, opinions, directions and instructions, as well as listening to simple stories, dramatic episodes, films, videos.

Speaking
Demonstrate comprehension by contributing turns in role-play, making choices, classifying, sequencing, creating captions, or making simple evaluative remarks. Participate in short interactive exchanges, role-plays or short presentations to talk about self, family, friends, school and social activities.

Reading
Read a simple story, skit or dramatic episode, and identify sequence of events and express preferences. Read short, simple texts from a range of media and respond by identifying main ideas, expressing preferences, making choices.

Writing
Write short letters, cards, descriptions, narratives. Present information in a simple text to accompany graphics, photos or illustrations

Culture
Learn about the French-speaking world

Assessment tasks
Listening activities recording  A series of short tests. Questions answered in writing in relation to an aural or classroom speech
Speaking activities  Response to visual cues. Enactment of a dialogue or role play.
Reading Activities Answers in response to a written passage.
Writing activities  Practical application of language elements.

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Resources
Equipe nouvelle 1, Student Book, Bourdais, Oxford
Equipe nouvelle Australie et NZ, Workbook, Oxford

YEAR 8 ITALIAN

Rationale
The study of a language other than English contribute to the overall education of students, most particularly in the area of communication, but also in the area of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities, which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Course Description
Semester 1
This unit focuses on students being able to speak about themselves and everyday experiences. The vocabulary taught covers greetings, describing people, likes and dislikes and telling the time. Grammatical concepts are introduced through various themes and include: nouns, adjectives, pronouns and basic verbs. Cultural activities include Italian myths and family celebrations.

Semester 2
In this unit students are introduced to a variety of topics which include sports, leisure activities, transportation and food. Through these, students are introduced to specific vocabulary and sentence patterns. Grammatical concepts covered allow students to describe animals, say what people do on weekends and order food. Communication skills are enhanced through role play, oral presentations and dialogues. Cultural aspects covered are Italian regions and traditions.

Outcomes:
This unit will enable students to develop competence in the four main language skills:

Listening
Listen to teacher, peers and others exchanging personal or factual information, opinions, directions and instructions as well as listening to simple stories, dramatic episodes, films, videos.

Speaking
Demonstrate comprehension by contributing turns in role-play, making choices, classifying, sequencing, creating captions, or making simple evaluation remarks. Participate in short interactive exchanges, role-plays or short presentations to talk about self, family, friends, school and social activities.

Reading
Read a simple story, skit or dramatic episode, and identify sequence of events and express preferences. Read short, simple texts from a range of media and respond by identifying main ideas, expressing preferences, making choices.

Writing
Write short letters, cards, descriptions, narratives
Present information in a simple text to accompany graphics, photos

Assessment Tasks
Listening Activities
Short listening tests; questions answered in writing in relation to an aural recording or classroom speech.

Speaking Activities
Enactment of a dialogue or role-play, formal and informal presentations

Reading Activities
Questions answered in writing in response to written passage.

Writing Activities
Practical application of language elements, vocabulary and language tests.
Written Assignment on aspects of Italian culture.

References:
*Ecco Uno* (Book and CD)
*Ecco Uno* (Workbook)
*Italian Dictionary and Grammar* (Collins)

**YEAR 8 JAPANESE**

**Rationale**
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the area of cross cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities, which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

**Course Description**

**Semester 1**
The Japanese course focuses on students’ ability to effectively communicate in the Japanese language in both oral and written form using hiragana, katakana and limited kanji. Oral communication is practised through roleplays and short speeches about personal information like families, days of the week, birthdays, pets, and countries of the world. Students learn to appreciate and respect Japanese views, way of life and culture.

**Semester 2**
The Japanese course builds on previously learned language. Students’ language is extended to include expressing likes and dislikes, dates, agreeing on a course of action and expressing or responding to opinions. Cultural aspects include food, leisure activities, hobbies and after school club activities.

**Outcomes:**
This unit will enable students to develop competence in the four main language skills:

**Listening**
Listen to teacher, peers and others exchanging personal or factual information, opinions and instructions.

**Speaking**
Demonstrate comprehension by contributing turns in role-play, making choices, classifying, sequencing, or by making simple evaluative remarks.
Participate in short interactive exchanges, role-plays or short presentations to talk about self, family, friends, school and social activities.

**Reading**
Read a simple story, skit or dramatic episode, and identify sequence of events and express preferences.
Read short, simple texts from a range of media and respond by identifying main ideas, expressing preferences, making choices.

**Writing**
Write short letters, cards, descriptions, narratives and dialogues.
Present information in a simple text, sometimes accompanied by graphics, photos or illustrations.

**Culture**
Learn about the Japanese-speaking world

**Assessment Tasks**

**Listening Activities** Short listening tests; questions answered in writing in relation to an aural recording or classroom speech.

**Speaking Activities** Enactment of a dialogue or role-play. Responding to teacher posed questions or visual cues.
**Reading Activities**  

**Writing Activities**  
Application in short passages of language elements being studied. Mastery of the katakana syllabary and limited kanji. Tests on script, vocabulary and language structures.

**References**
*Obentoo Deluxe* – Williams (Text)
*Obentoo Deluxe Workbook* – Williams (Workbook and CD)
YEAR 8  VISUAL ARTS (LEVEL 5):

Learning Focus
As students work towards the achievement of Level 5 standards in the Arts, they use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas.

Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating arts elements, principles and/or conventions when designing, making and presenting arts works for particular purposes and audiences.

The Arts
Dimension: Creating and Making
- Students collaboratively and independently plan, design, evaluate, refine, make and present art works that communicate ideas and purpose.
- Experiment with a range of skills, techniques and media across a range of art forms and styles
- Generate, explore and refine ideas, concepts and techniques when making art works
- Combine and manipulate art elements and principles to communicate ideas and develop imaginative solutions to set tasks
- Maintain a record of the process of creating that explains their decision making

Dimension: Exploring and responding
- Students observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others use of art elements and principles, techniques, processes, media and technologies
- They compare, analyse, evaluate, and interpret the content, meaning and qualities in art works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language
- Identify ways that contemporary artworks including their own, are influenced by cultural and historic contexts

Areas of Study:
The areas of study in this unit include Creating and Making and Exploring and Responding to the Arts. The Topics of Painting, Printmaking, Pottery and Textiles are focus areas in the Arts Practice component. This course aims to reinforce, refine and establish the techniques and skills learned using the same media as in the previous year. Students will respond to the Arts, in written and oral form by critically reviewing their own and others’ art works, researching, reporting and comparing artworks from various areas of art history and reflecting on their own developmental and finished work through written annotations diagrams and descriptions of skills processes and ideas.

Assessment Tasks: Folio
1. Ceramics  Slab Built ceramic piece with underglaze surface decoration
2. Textiles   A textiles piece with applied surface decoration
3. Print Making   A two colour reduction lino print (window–mounted)
4. Painting    An acrylic painting using a learned colour scheme
5. Responding to the Arts: (Completed each semester)

Semester 1
Students undertake a guided gallery visit of the National Gallery of Victoria – International, using key permanent works to focus their study of the Renaissance
Semester 2
• Focus on radical and unconventional art

Art Is
Chapter 6 (Yr 8)
6.6 Common Subject Matter in Art: Portraits pg. 208
6.7 Common Subject Matter in Art: The Landscape pg. 212
6.8 Common Subject Matter in Art: Still Life pg. 216
6.9 Common Subject Matter in Art: Fantasy pg. 218
6.10 Common Subject Matter in Art: Narrative pg.220

Student Resources (class sets in the classroom)
• Art is ..... making, creating, presenting
  Sandra Jane, Max Darby 1998, Jacaranda.

Teacher Resources
• Brushstrokes of the Artist posters, teacher resource
• Art, Craft, Design by Clodaph Holahan and Maureen Roche
• Australian Printmaking in the 1990’s by Sasha Grishin
• Ceramics Monthly (sets in IRC)