

THE CITY SCHOOL FOR GIRLS



YEAR 8 COURSE OUTLINE
JUNIOR SCHOOL YEAR 8 STUDENTS
2019



ACADEMY
OF MARY IMMACULATE

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VISION

To be a premier learning community recognised for developing young women of integrity and purpose who are empowered by the values of Mercy, creativity, and social justice in pursuit of academic and personal success.

We aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual tradition of the Sisters of Mercy.

MISSION

Through our contemporary educational philosophy, we provide ambitious learning programs and co-curricular opportunities that utilise the rich resources of the City of Melbourne. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students' spirituality and their capacity for positive change. Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning.

VALUES

By living our values day-to-day, Academy girls discover what is important and can face each life challenge knowing they have the skills to make the best choice in each situation. From small personal actions to broader community and global initiatives, these six transforming values of Mercy are:

COMPASSION

At Academy, compassion and empathy lead to life-enhancing action.

COURAGE

At Academy, courage means taking a stand in the face of risk, sustained by our faith and trust in God.

HOSPITALITY

At Academy, hospitality is being a welcoming, inclusive community where we open our hearts and extend generosity.

JUSTICE

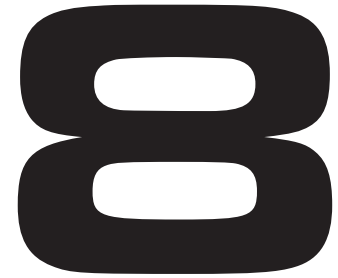
At Academy, justice and mercy are partners when forming relationships and building a strong community.

RESPECT

At Academy, we show respect for ourselves, to others, and care for the Earth – our common home.

SERVICE

At Academy, we use our gifts and talents to positively enhance the experiences of those around us.



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Earth at Academy
 RAGE Reading Club
 Academy Robotics
 Art
 CODING
 Concert Band
 Jazz Band
 Chess Club
 Language Poetry Competition
 Engineering Awareness Program
 Dance Team
 Australian Maths
 Tennis Open Studio Art Club
 Science: Reptile Keeping Frayne Competition Speech Festival
 AFL Football Softball Swimming
 Sports Training & Competition Have Sum Fun Online
 Junior and Senior String Ensembles
 Public Speaking
 Fitness Club

YEAR 8

1 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 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 the invitation for the full flourishing of the whole person. Enriched by the charism of the Sisters of Mercy and the Christian faith of our Roman Catholic tradition, the learning at Academy guides students to grow in virtue and to embrace a view of themselves and of the world that is enlightened by hope, mercy, compassion, forgiveness, faith and love. The Religious Education class is a forum that engages students and teachers in a search for truth and the deep questions of life. It is a forum that seeks to build a culture of authentic learning and respect for the sacred dignity of each person.

OUTCOMES

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

- Investigate Baptism as a Sacrament of Initiation
- Understand that the Sacrament of Baptism is central to the life of the Church and to each individual
- Understand the place and importance of saints in the Christian tradition
- Investigate the life story and challenges of a particular saint
- Understand St Paul's place and importance in the early Christian Church
- Become familiar with some of St Paul's key ideas found in his letters in the Christian Scriptures
- Explore the person and presentation of Jesus in the gospel accounts
- Explore the concepts of justice within a social context today
- Identify the variety of ministries of social justice within the Catholic Church
- Appreciate aspects of Christian living which assist a person to grow towards goodness
- 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

1. **Brochure:** Baptism
2. **Newsletter:** Saint
3. **Assignment:** St Paul
4. **Presentation:** Jesus
5. **Folio:** Social Justice
6. **Research task:** Women of Faith

RESOURCES

The RE class utilises a number of different resources. The principal resources include: The Bible and The Archdiocesan text titled To Know, Worship and Love Year 8 (Windows App).

2 POSITIVE EDUCATION PROGRAM

RATIONALE

The Year 8 Positive Education Program is underpinned by the principles of positive psychology which places an emphasis on the potential of each individual to thrive and to cope with the complexity of every-day life. The Program can be summarised as drawing on what is strong rather than dealing with what is wrong. Lessons are experiential and explore the habits of mind that support and nourish confidence, self-knowledge, relationship building and emotional resilience. They are delivered weekly, by the Homeroom Teachers, and are supported through the Year 8 Health Program.

PROGRAM OVERVIEW

SEMESTER 1

Resilience

These sessions include unpacking the notions of “Resilience”, Mindfulness, Stress, Anxiety and the brain material from Peaceful Classrooms.

SEMESTER 2

Positive Body

Image Matters – Including session with The Butterfly Foundation

Sleep Counts

The Power of Exercise

Positive Emotions

Revisiting Personal Character Strengths

Building Positive Emotions

3 ENGLISH

COURSE DESCRIPTION SEMESTER 1

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, *The Golden Day* by Ursula Dubosarsky.

Reading for pleasure is emphasised, with students regularly visiting the Fiction Library. In addition, each class attends one period per cycle for a term during which they are introduced to books from a variety of genres. These sessions are conducted by the teacher librarian. They are then be required to select one book and create a book trailer 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.

OUTCOMES

Students are encouraged 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

COURSE DESCRIPTION SEMESTER 2

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 film *Edward Scissorhands* and a novel of their own choosing. 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.

ASSESSMENT TASKS:

SEMESTER 1

- 1. Writing Folio:** Students submit a folio including analytical 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 *The Golden Day*
- 3. Oral Communication:** Students devise and present a formal oral presentation.

ASSESSMENT TASKS:

SEMESTER 2

- 1. Writing Folio:** Writing Folio: Students write a creative response to their novel of choice.
- 2. Text Response:** Students write an analytical essay on the film *Edward Scissorhands*, and analytical responses to a novel of their own choosing..
- 3. Oral Communication:** Students present a role play based on *Edward Scissorhands*

4 MATHEMATICS

RATIONALE

The study of mathematics enables students to acquire the mathematical knowledge, ways of thinking and confidence to use mathematics to:

- Conduct everyday affairs, for example 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

COURSE DESCRIPTION

Students will develop mathematical fluency and understanding through their work with the Maths Pathway Program. This online program adapts to the mathematical learning needs of every student. This ensures that all students engage with the content strands of mathematics at a level that is appropriate and challenging for them.

The content strands are:

- Whole Numbers & Integers
- Algebra
- Measurement and Geometry
- Decimals, Percentages & Ratio
- Statistics and Probability

Alongside this program, students will develop proficiency, problem solving and reasoning skills through work on *Maths 300*, *My Maths* and open investigation tasks. The problem solving tasks develop students skills Probability, Directed Numbers and Algebra.

ASSESSMENT TASKS:

In each semester students are assessed in:

1. Skills Tests

Three or four skills tests each semester

2. Problem Solving & Investigations

Numerous tasks that require students to develop strategies and then provide solutions to specific problem solving tasks.

RESOURCES

Online access to Maths Pathway (purchased via the booklist), Maths 300 and My Maths (both supplied by the College)

5 SCIENCE

COURSE DESCRIPTION

In Level 8, the curriculum focus is on explaining phenomena involving science and its applications. Students classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. They compare the processes of rock formation, including the time scales involved. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change and behaviour of substances. They provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

RATIONALE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

ASSESSMENT TASKS for Semester 1 & 2:

- 1. Topic Tests:** Short quizzes and tests.
- 2. Practical Activities:** Students are to complete a series of experiments and submit standard reports.
- 3. Independent Investigations:** Research based task that will consist of Information and Technology.
- 4. Interpretation of Data:** Students are to complete problem solving activities related to data presented in graphs, tables and text.

RESOURCES

Pearson Science 8

6 HUMANITIES

GEOGRAPHY

COURSE DESCRIPTION

There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and landscapes

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. It also develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

Changing Nations

Changing nations focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change. It explores the process of urbanisation and how it interconnects with low and middle-income economies and societies. It investigates the reasons for the high level of urban concentration in Australia and examines issues related to the management and future of Australia's urban areas.

LEARNING FOCUS

Landforms and landscapes

- Different types of landscapes and their distinctive landform features
- Geomorphic processes that produce landforms, including a case study of at least one landform
- The differences in at least one landform in Australia compared to other places and the geomorphic processes involved
- Human causes of landscape degradation, the effects on landscape quality and the implications for places
- Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes
- Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future

Changing Nations

- The causes and consequences of urbanisation, drawing on a study from Indonesia
- The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America, and reasons for their similarities and differences
- The reasons for and effects of internal migration in Australia and China
- The reasons for and effects of international migration to Australia
- The challenges of managing and planning Australia's urban future

ASSESSMENT TASKS

1. **Project** on a Natural Disaster
2. **Case Study** Project on a Global Mega-city

RESOURCES

*Various educational documentaries, internet sites and online digital software.
Mraz, Judy, Bedson, Cathy (et al) Geography Alive 8, Jacaranda e-book plus*

HISTORY

COURSE DESCRIPTION

History at Year 8 focuses on three key areas:

1. **Medieval Europe** (c.590 – c.1500)
2. **Japan under the Shoguns'** (c.794 – 1867)
3. **Renaissance Italy** (c.1400-1600)

LEARNING FOCUS

Medieval Europe

- Describing the structure of feudal society, for example, the role and responsibilities of the king, nobles, church, knights and peasants.
- Using a selection of primary sources track changes to the way of life in medieval Europe across time or across locations.
- Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce.

Japan under the Shoguns

- Describing the way of life in feudal Japan under the shoguns, for example, 'bushido', the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour.
- Explaining reasons why the Shogun increased power.
- Describing the relationship between the emperor, shogun, daimyo (lords) samurai (warriors), workers (for example farmers, artisans and traders).

Renaissance Italy

- Examining the way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society.
- Mapping the political city states on the Italian peninsula. Annotate their significance.
- Describing the way of life of people in Renaissance Italy, for example, the role of men in tending the fields or merchant shops.
- Explaining the influence of government in particular city-states, for example the monarchy of Naples or the Florentine republic.

ASSESSMENT TASKS:

1. **Analytical Task** based on the comparisons of daily life in Medieval society with aspects of daily life in modern society.
2. **Research Project** on an important discovery, invention or significant person of the Renaissance.
3. **Research Project:** A written or oral presentation on an aspect of Japan under the shoguns.

RESOURCES

*Various educational videos, internet sites and relevant software.
Darlington, Robert (et al) History Alive 8, Jacaranda e-book plus*

CIVICS AND CITIZENSHIP

COURSE DESCRIPTION

Civics at Year 8 focuses on three key areas:

- 1. Government and Democracy**
- 2. Laws and Citizens**
- 3. Citizenship, Diversity and Identity**

LEARNING FOCUS

Government and Democracy

- Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement.
- Explain how citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action.

Law and Citizens

- Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law.

Citizenship, Diversity and Identity

- Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them.
- Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives.

ASSESSMENT TASKS:

- 1. Folio** Australian government test and class activities
- 2. Individual project** on Australian political system

RESOURCES

Various educational documentaries online sites. Dunne, Jan & Kwiatkowski, Alek, Humanities Alive 8, Economics & Citizenship Jacaranda e-book plus

7 DIGITAL TECHNOLOGIES

COURSE DESCRIPTION

Students will work on activities that develop their knowledge and skill in the areas of coding using robotic visual programming, python programming, flowcharting, computational thinking and networks. A range of software and websites will be utilised.

RATIONALE

This study addresses the concepts of data representation, digital systems, designing, generating and managing projects and writing computer programs. Students will be able to develop their programming and file management skills and to continue to build their confidence when working in an information technology environment.

The course runs over a semester, with 4 periods per fortnight contact.

OUTCOMES

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

- Analyse the properties of network systems and their suitability and use for the transmission of a data type.
- Broaden their programming experience by using visual programming language blocks and a text based programming language.
- Plan and manage individual and team projects with some autonomy.
- Organise their electronic files and folders logically, appropriately naming and locating files for sharing with others.

ASSESSMENT TASKS:

- 1. Electronic Portfolio:** a collection of LEGO Mindstorms programs, Moviemaker and Web Design Folios.
- 2. Networking project** into data transmission and security.
- 3. Robotics project:** an original design algorithm development and implementation of a robotic routine.
- 4. Python program:** a program that responds to a set of criteria.

RESOURCES

LEGO Mindstorms Robotics
BEBRAS Computational Thinking
Challenge (Digital Careers CSIRO)

Computer Science Field Guide
Python programming
Clickview Online

Online resources from STILE
Movie making software
Online resources from SIMON

8 PHYSICAL EDUCATION & HEALTH

COURSE DESCRIPTION

Physical Education is composed of two 50 minute periods (double period) and Health is one single 50 minute period. Throughout this year students will develop the knowledge and skills to make informed decisions. They will also plan strategies, implement and evaluate actions that promote growth and development, fitness, effective relationships and the safety and health of individuals and groups.

They will participate in a variety of physical activities.

Semester 1 PE
Athletics
Gymnastics
Recreational sports

Semester 2 Health
Relationships
Cyberbullying

Semester 2 PE
Basketball
Indoor Soccer
Volleyball

Semester 2 Health
Smoking & Alcohol
Growth &
Development

RATIONALE

The Physical Education curriculum allows students to analyse how their body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities.

In the Health curriculum students look at actions that can enhance their own and other's health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students will demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

ASSESSMENT TASKS:

1. Skill acquisition in selected sports
2. Gymnastics routine
3. Written tests in selected sports and health topics
4. Research task for substance use
5. School-based Bullying Awareness Campaign
6. Role play

RESOURCES

*Student Customised Workbook - Pearson Australia. College Resources Additional e-resources as provided by staff.
Access to relevant Internet sites*

OUTCOMES

Movement and Physical Activity:

- Use feedback to improve body control and coordination when performing specialised movement skills
- Compose and perform movement sequences for specific purposes in a variety of contexts
- Practise, apply and transfer movement concepts and strategies
- Use feedback to improve body control and coordination when performing specialised movement skills
- Compose and perform movement sequences for specific purposes in a variety of contexts
- Practise, apply and transfer movement concepts and strategies

Personal, Social and Community Health:

- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing
- Develop skills to evaluate health information and express health concerns
- Investigate the impact of transition and change on identities
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older
- Investigate and select strategies to promote health, safety and wellbeing
- Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities
- Identify major nutritional needs for growth and activity
- Recognise and describe peer influence on their behaviour
- Describe appropriate strategies to effectively manage individual conflict and assist others in resolution processes

9 PERFORMING ARTS

DRAMA Semester Unit

RATIONAL

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 8 Drama further develops the skills of mime and improvisation taught in Year 7 through the exploration of a variety of the comic arts. Students explore the acting styles of Melodrama and the medieval comic style of Commedia Dell'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

ASSESSMENT TASKS:

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.

RESOURCES

Students will need to bring a journal (exercise book) to each class.

MUSIC

RATIONAL

This course aims to further develop the students' skills in music analysis, composition and performance. It focuses on the development of fundamental music skills, as well as the opportunity for creative expression through music.

COURSE DESCRIPTION

Students explore the qualities of sound by improvising, composing, interpreting and performing music in a range of styles and forms. They use 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 create music.
- Describe how music communicates ideas and feelings.
- Demonstrate an understanding of the ways in which music is made in particular cultural and historical contexts.

1. Performance Keyboard/Ukulele

2. Composition Musecore

3. Aural Skills

4. Musicianship

5. Jazz Artist assignment

RESOURCES

Web-based resources uploaded to the school intranet

10 VISUAL ARTS

LEARNING FOCUS

While studying Visual Arts, students 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 art elements, principles and/or conventions when designing, making and presenting artworks for particular purposes and audiences.

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.

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 Drawing, Painting, Ceramics 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: Creating and Making

- 1.Ceramics Slab** Built ceramic piece with underglaze surface decoration.
- 2.Textiles:** A textiles piece with applied surface decoration
- 3.Drawing:** A folio of drawing exercises including colour tonal rendering, observational and two-point perspective drawing.
- 4.Painting:** A colour tonal painting which explores form and 3 dimensional space

ASSESSMENT TASKS: Exploring and Responding

Students undertake a guided gallery visit of the National Gallery of Victoria – International, using key permanent works.

Semester 1 focus is the study of the Renaissance and Baroque collection. Students complete a written report that analyses Tiepolo's Late Baroque masterpiece, The Banquet of Cleopatra.

Semester 2 focus is on the global contemporary collection of unconventional art. Students complete a written comparative analysis of two examples of contemporary art.

11 LANGUAGES

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.

ITALIAN

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.

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.

OUTCOMES

This unit will enable students to develop competence in the five main language skills.

Listening – Listen to teacher, peers and others exchanging personal or factual information, opinions and instructions as well as listening to simple stories and short dialogues.

Speaking – Demonstrate communication skills by participating in short 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 to accompany graphics, photos or illustrations

Culture – Learn about the Italian-speaking world

ASSESSMENT TASKS:

- 1. Listening activities** Short listening tests; questions answered in writing in relation to an aural recording or classroom speech.
- 2. Speaking activities** Response to questions, enactment of a dialogue or role-play, formal and informal presentations.
- 3. Reading Activities** Questions answered in writing in response to written passages.
- 4. Writing activities** Practical application of language elements and vocabulary. Writing about a theme.

RESOURCES

Ecco Uno (Book and CD). Ecco Uno (Workbook)
Italian Dictionary and Grammar (Collins)

FRENCH

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. 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 family members, countries, days of the week and months of the year, one's neighbourhood, school subjects and school life. 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 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 and short dialogues.

Speaking – Demonstrate communication skills by participating 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 to accompany, graphics, photos or illustrations.

Culture – Learn about the French-speaking world

ASSESSMENT TASKS:

- 1. Listening activities** Short listening tests; questions answered in writing in relation to an aural recording or classroom speech.
- 2. Speaking activities** Response to questions, enactment of a dialogue or role-play, formal and informal presentations.
- 3. Reading Activities** Questions answered in writing in response to written passages.
- 4. Writing activities** Practical applications of language elements and vocabulary. Writing about a theme.

RESOURCES

College Resources Touché 1
Teacher generated worksheets and handouts provided.

JAPANESE

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, expressing likes and dislikes, 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 topics such as dates, days of the week and birthdays and asking and responding about daily activities. The past tense of verbs is also introduced. Cultural aspects include leisure activities, hobbies and after school activities.

OUTCOMES

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

Listening Listen to teacher, peers and others exchanging personal or factual information, opinions and instructions as well as listening to simple stories and short dialogues.

Speaking Demonstrate communication skills by participating 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:

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

2. Speaking activities Response to questions, enactment of a dialogue or role-play, formal and informal presentations.

3. Reading Activities Questions answered in writing in response to written passages.

4. Writing activities Practical applications of language elements and vocabulary. Writing about a theme.

RESOURCES

Obentoo Deluxe – e-book edition

Obentoo Deluxe Workbook – Williams (Workbook and CD)

12 HOME ECONOMICS

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 "Australian Guide to Healthy Eating".
- 3. Research Activity** "Are you getting enough calcium?" Data gathering and investigation related to health enhancing behaviour.

RESOURCES

Home Economics ebook