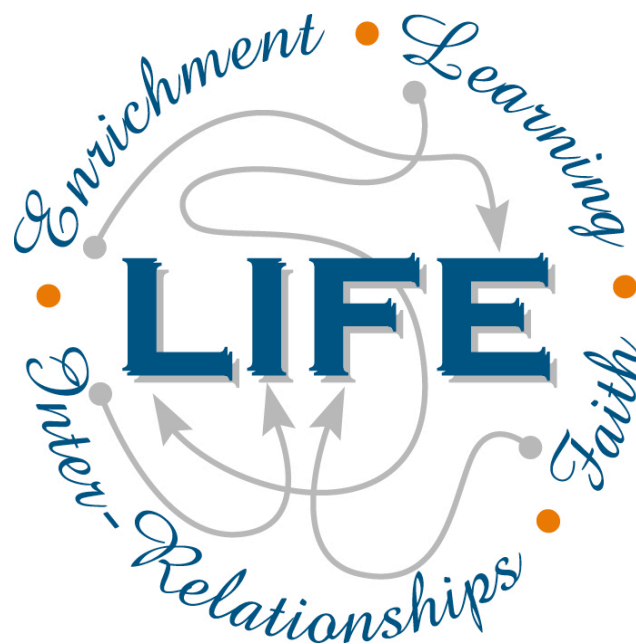

HOLY CROSS COLLEGE



YEAR 8 CURRICULUM INFORMATION HANDBOOK

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INTRODUCTION

The Year 8 curriculum aims to provide a rich, comprehensive and well-balanced programme which will cater for the spiritual, academic and physical needs of students as they progress from the transition time of Year 7. Students will study compulsory courses and will select from a wide range of electives.

It is vital that students continue to develop sound home study habits. Successful students are generally those who have made substantial efforts both inside and outside the classroom.

COURSES OF STUDY

A course of study for Year 8 students consists of two components - Compulsory and Elective Studies.

COMPULSORY STUDY

The compulsory component is studied by all Year 8 students and includes:

Religious Education

English

Mathematics

History and Geography (one per semester)

Science

Big Ideas

Health and Physical Education

Italian or Literacy Enrichment

The English, Mathematics, History and Science courses are aligned to the Australian Curriculum and will give students a strong foundation for their Senior School studies.

ELECTIVE STUDY

In Year 8 students will complete four elective courses selected from the following. Each course will be a semester in length and will be studied for two periods per week.

The following electives will be offered in 2016:

Computer Science

Dance

Drama

Food Science

Graphic Design

Jewellery Design

Materials Technology – Metalwork and Plastics

Materials Technology - Woodwork

Multi-media – Photography

Multi-media – Film and Animation

Music

Outdoor Education

Sport and Recreation

Technical Graphics

Textiles

Visual Arts

HOME STUDY

Home study is an integral component of the learning process. The purpose of home study is to:

- reinforce knowledge and skills covered in class
- complete work commenced in class
- undertake work such as reading and note-taking in preparation for future lessons
- extend class work through further reading, written and practical work
- work on and complete assignments
- revise for tests and exams
- develop skills to work independently

The recommended minimum amount of time for homework and study each day is as follows:

Monday – Thursday

1 - 1 ½ hours

Weekend

2 hours

CHRISTIAN SERVICE LEARNING - GIVING LIFE

Christian Service Learning is a response to the Gospel message to love our neighbour. Each of us has a responsibility to give hope to others and, in doing so, to contribute to making the world a better place. Through, *Giving Life*, The College's Christian Service Learning programme, students will be challenged to enhance the opportunities of others to have '*life to the full*'. Awareness of social justice issues and the principles of Christian Service will be developed through the College curriculum.

All Year 8 students must complete the Year 8 requirements for Christian Service Learning which include both active service and reflection.

COURSE DESCRIPTIONS

COMPULSORY STUDY

RELIGIOUS EDUCATION

The general aims of Religious Education within Catholic schools are to provide students with learning experiences and opportunities to reflect on:

- the vision of the human person within a Christian context
- how the development of this vision is often hampered as a result of human weakness and social conditioning
- how within Christian tradition and practice one is offered the means by which to rise above all that prevents them from becoming a fully integrated human being

Students will follow the Perth Archdiocesan Religious Education Course. Year 8 students complete the following topics:

- Belonging and Acceptance in Catholic Communities
- The Universal Need for God
- Creation – God’s Original Plan
- Growing in the Image of God

ENGLISH

In Year 8 English, students experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. They engage with a variety of texts for enjoyment, taking part in, amongst other things, an Accelerated Reading program aimed at advancing their reading abilities forward. They listen to, read, view, interpret, create and evaluate a range of spoken, written and multimodal texts, including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. In turn, students develop their understanding of how texts are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 8 are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.

MATHEMATICS

Year 8 Mathematics courses are designed to prepare students for the appropriate level of Mathematics for Year 9 and beyond. At the beginning of Year 8 students will be placed in appropriate Mathematics streams based on their abilities and results from Year 7.

General Classes

By working through the stages of Understanding, Fluency, Problem Solving and Reasoning, students explore and develop the skills necessary to build on the knowledge learned through each of the three content areas of Year 7 - Number and Algebra, Measurement and Geometry and Statistics and Probability.

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Modified Classes

Students who do not have the prerequisite skill sets in terms of the cross-curricular requirements of numeracy and literacy to access mathematics at the given year level may be asked to complete a modified program of work. This program is designed to enable students to progress with the goal of graduating from high school in the future.

A direct instruction program of remediated work coupled with concepts taken from the foundation of mathematics programs' are utilized by teachers in this year group to progress students towards this goal. If students are new into this program in year 8 a letter of consent will be sent home prior to the start of the program.

HISTORY

Year 8 History focuses on a study of history from the end of the ancient period to the beginning of the modern period (c.650 CE – c.1750). This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

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

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

GEOGRAPHY

Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world through perspectives based on the concepts of place, space and environment. Students will learn to develop the skills of geographical inquiry through investigations, the collection and interpretation of information to develop conclusions and reflection on the overall process. Year 8 students will study two units:

Biomes and Food Security

This unit focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of Interconnections

This unit focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

SCIENCE

In Year 8 students will develop their Science inquiry skills and explore Science as a human endeavour. The course is based on the material covered in the text Jacaranda Science Quest 8 which all students will need to purchase as part of the Jacaranda Digital Bundle. All students will require the electronic version of this text which will need to be activated on their own iPad device.

By the end of Year 8 it is expected that students can:

- investigate questions to reach conclusions consistent with scientific knowledge
- describe how science inquiry contributes to an understanding of the world
- measure and control variables, present data and findings that support conclusions
- describe how improvements to methods could improve the quality of results
- demonstrate an awareness of how the application of science can affect people in different ways

Year 8 students study the following content areas:

Biological Sciences

- Describe the structure and function of two different types of cells.
- Describe the functioning of a major system in a multi-cellular organism.

Chemical Sciences

- Compare physical and chemical changes
- Describe differences between substances using the particle theory
- Earth and Space Sciences
- Describe a situation where scientific knowledge has been used to solve a real-world problem

Physical Sciences

- Describes examples of how different forms of energy cause change in simple systems

BIG IDEAS

In Big Ideas, Year 8 students will undertake a series of challenges that allow them to develop their skills in critical and creative thinking within a real world context. Through this inter-disciplinary program, students will have the opportunity to come to a greater understanding of themselves, their community and the world in which they live. Studies in Big Ideas give greater depth to students' studies in core learning areas, as well as teaching students essential skills for learning in the 21st Century. Big Ideas assessments contribute to the grades given through individual learning areas. Year 8 students will also participate in a camp at New Norcia during LIFE Week (Week 6, Autumn Term) that will link closely with their Big Ideas topic. Students will also undertake a series of challenges that allow them to develop their skills in critical and creative thinking within a real world context.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education aims to address the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for the student to learn about and practice ways of adopting and maintaining a healthy, productive and active life. Through participation, students will develop fundamental motor skills. Skills involving hand-eye co-ordination, general body co-ordination and components of fitness will be developed. There is special focus on personal awareness and ownership. It encourages students to consider decisions relevant to leading physically active and healthy lives as the move from childhood to adulthood.

The practical content will cover the following sports, however, other sports may be included depending on the availability of facilities.

ITALIAN

Students in Year 8 will learn Italian over the course of both semesters. While continuing to revise themes learnt in Year 7, new topics will be introduced to continue the learning of the Italian language and culture. During the year the students will learn about pets and how to describe them. They will also start to give more personal information such as their hobbies, free time and explore the similarities and/or differences between Italian and Australian teenagers. Additionally students will learn about European countries, nationalities, transport and currency in Italian. They will also learn about the culture of food in Italy through recipes from different regions of Italy. The teaching practices will include various activities, games and the use of technology to provide multiple means of learning for the student.

LITERACY ENRICHMENT

Holy Cross College aims to provide the best learning environment for all students to achieve their potential. Students who require greater development in literacy skills will be given the opportunity to participate in two periods of Literacy Enrichment per week instead of studying Italian.

ELECTIVE STUDY

COMPUTER SCIENCE

This course introduces students to the concepts involved in computing systems. It is designed to give students an understanding of how computers work and how they can be programmed to serve human needs. The course also aims to increase a student's problem solving skills. Students will learn how to use spreadsheets and use programmable animation software. They will also engage with robotics, learning how to program a robot. Students will learn about the different hardware used to run home and cooperate computer systems. They will build on their basic knowledge of computer networks.

DANCE

The Dance course is designed as an introductory unit to the Elements of Dance, which explores choreographic process as well as the conceptual basis of Dance Works. Dance genres studied include; jazz, hip-hop and musical theatre. Students develop dance technique through practical classes and also learn choreographic tools to help them create their own dance works. The structure of the course allows for both beginners and experienced dance students to be sufficiently challenged, to work together and learn from each other. Throughout the unit students are given several opportunities to perform for audiences (students are expected to perform), view dance performances and participate in guest artist workshops. The main aim of this course is to increase self-confidence, co-ordination, strength, flexibility and provide students with an outlet for creative expression. The key activities in which students will participate are: choreography, performance and reflection.

DRAMA

In the Drama course students will further develop their creative skills, critical appreciation and knowledge of Drama as an art form. Students will develop their ability to communicate ideas through a variety of drama forms. In the development of drama pieces students will apply various theatre skills and processes. They will need to complete written reflections on their performances to further develop their understandings of dramatic skills and processes.

Students will need to:

- Demonstrate their knowledge of physical theatre.
- Perform a character monologue.

FOOD SCIENCE

This course is focused on students taking responsibility for their health and making choices that will enhance their lifestyle. It will provide students with opportunities to explore factors relating to nutrition and health. Students will develop skills in the design of healthy menus and in food preparation. They will have opportunities to develop skills in planning and preparing healthy food on a day-to-day basis and for particular occasions. They will also evaluate this process.

Students will need to:

- Design and produce a breakfast
- Design and produce a healthy diet menu
- Demonstrate knowledge of health and safety in the kitchen

GRAPHIC DESIGN

In Graphics Design students will be introduced to the design process and develop creative solutions to design problems. Students will use a combination of manual and computer skills to produce graphic designs. The focus of the course is on understanding the principles of design to produce a product. Projects will include illuminated letter designs and pop-art posters.

Projects include:

- Visual Journal
- Imagine Analysis
- Exhibition Poster
- Lino Print

JEWELLERY DESIGN

The aim of this course is to give students the basic skills to design and make individual and unique pieces of jewellery. Pupils will work in a variety of different materials to manufacture their own individual designs. They will build upon the skills they already have from Materials Technology and will be introduced to further jewellery making techniques. Students will learn how to stamp and use laser-cutting techniques. Design is a large element of the production process.

Projects include:

- Copper Leaf Pendant
- Stamped Cuff
- Cast Iron Project

MATERIALS TECHNOLOGY – METALWORK/PLASTICS

This course introduces students to working with metal and plastic materials. Students will begin to understand the different types of products which can be produced from the various metal and plastic materials available. The correct use of tools and equipment used in constructing projects from these materials will be demonstrated and experienced by students. Students will learn how they can use design aspects to change the form and appearance of their projects.

A number of projects will be produced in practical classes to enable students to learn the correct use of a range of tools, equipment and machinery. Students will have the opportunity to learn many new processes and develop skills and techniques in the workshop. The metal projects will include sheet metal, steel, art metal and jewellery using processes like bending, forming, drilling, soldering, polishing and finishing. Plastics processes will include shaping, polishing and heat forming. There will be an opportunity for design projects to combine both metal and plastics. Safety and safe working procedures will be a focus as well as clean working habits.

MATERIALS TECHNOLOGY - WOODWORK

This unit will build on the knowledge and skills students have learned during the Year 7 course. The focus is on the design process including planning, justifying, implementing design ideas and evaluating the effectiveness of the product made.

A number of products will be designed and produced in practical classes to enable students to demonstrate an increasing independence in the use of a range of tools, equipment and machinery. They will develop a greater understanding of the types of timber products available and the most effective ways they can be used. Students will have the opportunity to learn many new processes and develop new skills and techniques in the workshop. Safe working habits and a clean work environment will again be a focus during each session.

MULTI-MEDIA – PHOTOGRAPHY

This course will introduce students to concepts and skills in the creation of multi-media projects. They will learn about photography and photo manipulation, web page design and sound recording and editing. This Multi-media course will give students the opportunity to develop their creative and competitive edge in electronic presentations.

Projects Include:

- Basic camera use
- Camera Definition
- Portfolio

MULTI-MEDIA – FILM AND ANIMATION

In this course students will manipulate a range of multi-media equipment in the production of animation and short movies. There will be have the opportunity to develop skills in being on both sides of the camera in short film production.

Projects Include:

- Creating an original short scene
- Analysis of a movie genre
- Creating a movie from a genre of choice
- Stop-Motion Animation

MUSIC

The aim of this course is to introduce students to varying styles within the contemporary and popular music genres. Students will explore a wide range of topics including Music History, Performance Conventions, Listening Skills and Composition/Arranging as part of a balanced introduction to Contemporary Music and Culture. They will all have the opportunity to participate in both the theoretical and practical aspect of the course. The College will have a variety of instruments available for use as part of the course and enrolling in the College Instrumental Program and selecting an instrument to study is strongly encouraged.

OUTDOOR EDUCATION

This Outdoor Education course will focus on enjoying and becoming familiar with the outdoors. It will encourage students to gain an understanding of the environment and how to interact with it. Students will be introduced to simple tools to assist in personal preparation necessary to participate in a positive and safe environment and engage in outdoor activities to develop some basic skills.

To ensure safe participation students will be introduced to safety and appropriate practices. They will also introduced to the concept of self, focus on communication skills and introduced to leadership and leadership qualities.

Students will develop a basic understanding of the environment and its various parts. They will be introduced to the characteristics of nature and natural environments as well as ways to minimise human impact.

There will be a number of physical activities that will provide students the opportunity to develop their personal skills, interpersonal skills and leadership qualities that are essential to be able to operate effectively and safely in the outdoors.

Students who wish to enrol in this course will need to be prepared to engage in physical activities in the natural environment and on occasion will be required to attend single or half day excursions with possible commitment to before and after school activities. There will be an additional cost for students studying Outdoor Education.

SPORT AND RECREATION

The Sport and Recreation course is designed for all interested students who are keen to develop their skills, fitness, knowledge and understanding to a variety of sport and recreational activities. Students will incorporate and extend their skills, performance standards and knowledge while valuing an active, healthy lifestyle. Focus will be on developing a healthy and positive attitude towards personal fitness and active participation and to foster an interest that may lead to enjoyable recreational pursuits later in life.

TECHNICAL GRAPHICS

The aim of this course is to introduce students to 3D modeling on the computer. Students will create buildings, import objects onto the environment and create a "Cityscape". They will look at architectural styles and how Computer Aided Design (CAD) is used in industry and the impact it has had on design in the modern world. Students will learn the skills of Oblique & Isometric drawings, designing logos, use CAD and line use & rendering.

TEXTILES

Contemporary textiles feature in all aspects of life from the furnishings in our homes to the everyday garments we wear without a second thought, through to the high end fashion pieces which grace the catwalks of capital cities and the magazine covers such as Vogue and Elle.

In this programme students build upon the basic sewing skills learnt in previous years. They are introduced to materials, techniques, and practical skills, which lead to the design and manufacture of a number of unique textile pieces. Working with a variety of materials, students develop a range of aesthetic, design, materials manipulation, processing, manufacturing and organizational skills. It is through this materials investigation that students are able to develop their creativity and understanding of the society in which they live. Students will learn the skills of using a sewing machine and/or overlocker and construction techniques using patterns.

VISUAL ARTS

The Visual Arts programme is designed to facilitate the development of visual literacy - the ability to both deconstruct and interpret art and to create increasingly complex and sophisticated art works. Each year within the programme builds on the skills, techniques and understandings acquired in the preceding year and over time leads to a broad appreciation of the cultural base for art practice. Australian Art is highly valued within the programme and both Indigenous and non-Indigenous forms are studied.

The Visual Arts course will further develop skills learned in Year 7 and focuses on applying traditional art skills and knowledge to communicate ideas. Students will investigate fine art materials using traditional and experimental art techniques and processes. The course will cover a range of studio areas such as drawing, painting, printing and sculpture. Each project will consist of a visual diary of drawings and design, which will lead to the final studio work. Art History and Art Criticism will be incorporated into each project and there is a strong focus on the elements and principles of art as a valuable language for arts practitioners.

