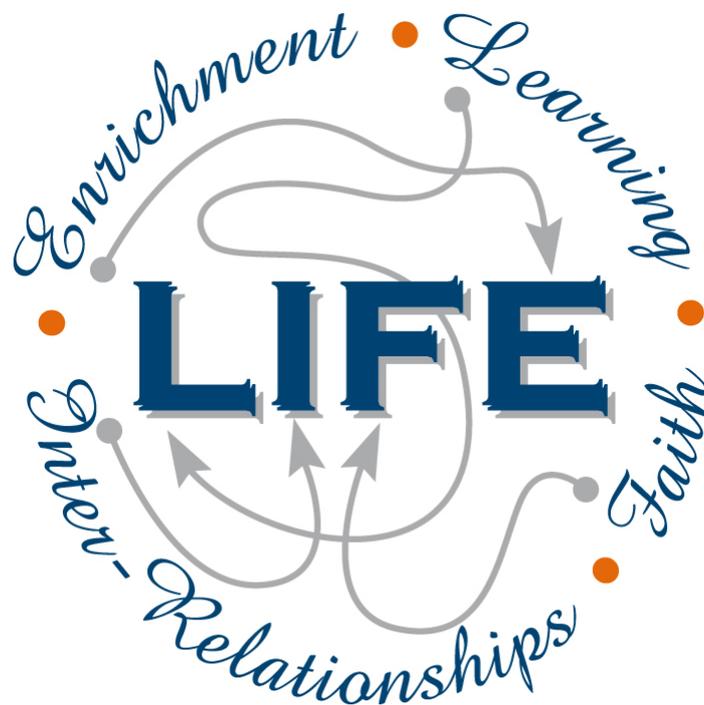


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# CURRICULUM INFORMATION HANDBOOK

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YEAR 8 – 2018

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# CONTENTS

INTRODUCTION .....	1
COURSES OF STUDY .....	2
COMPULSORY STUDY .....	2
ELECTIVE STUDY .....	2
HOME STUDY .....	3
CHRISTIAN SERVICE LEARNING - GIVING LIFE.....	3
COURSE DESCRIPTIONS.....	4
COMPULSORY STUDY.....	4
RELIGIOUS EDUCATION.....	4
ENGLISH .....	4
MATHEMATICS .....	5
HUMANITIES AND SOCIAL SCIENCES .....	5
SCIENCE .....	6
HEALTH and PHYSICAL EDUCATION.....	7
ITALIAN .....	7
LITERACY ENRICHMENT .....	7
BIG IDEAS .....	7
ELECTIVE STUDY.....	8
TECHNOLOGIES .....	8
THE ARTS .....	10
PHYSICAL EDUCATION .....	11
DA VINCI 2.0 (STEM).....	12

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## INTRODUCTION

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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

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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

Humanities and Social Sciences

Science

Health and Physical Education

Italian or Literacy Enrichment

Big Ideas

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 2018:**

Computer Science

Dance

Da Vinci 2.0 (STEM)

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

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### 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

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

##### **General Course**

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 Programme 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.

##### **Modified Course**

The Modified class will study a programme of work suited to individual student’s needs. However, the class will study texts of a complexity best suited to the students’ demonstrated ability, but will at times and as appropriate, study similar texts and contexts to the general course. The programme of work outlined generally follows the Australian Curriculum Year 8 Achievement Standard units of

work, with modifications as appropriate. Reading and Writing skills will be a particular focus of the Modified class.

## **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 classes 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 programme of work. This programme is designed to address any gaps and weaknesses identified. This will then enable students to progress with the goal of graduation from high school. If students are new into this programme in Year 8 a letter will be sent home prior to the start of the programme.

## **HUMANITIES AND SOCIAL SCIENCES**

In Year 8, Humanities and Social Sciences consists of History, Geography and Civics and Citizenship. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

### **History**

In Year 8 History, students will focus on developing a deep understanding of the concepts of cause and effect as well as continuing to build on their understandings of evidence, continuity and change, perspectives and empathy, significance and contestability. These concepts are

investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650AD- 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period. Through their study of the Middle Ages, students will explore the economic concepts of markets, choices and allocation from the perspective of the historical development of the modern economy.

## **Geography**

Through the Year 8 Geography unit, students will undertake deep learning of the concept of environment while continuing to build on their understanding of place, space, interconnection, sustainability and change. Students will inquire into the significance of landscapes to people. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

## **Civics and Citizenship**

Students will focus on developing a deep understanding of the concept of participation while continuing to build on their understanding of the concepts of the Westminster system and democracy. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity, in light of national and regional issues, including migration patterns and changing populations.

## **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

### **Earth and Space Sciences**

- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

## **Physical Sciences**

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

## **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.

## **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 programme, 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. In Big Ideas, students are assessed against the 6 Cs. Year 8 students will participate in a camp at New Norcia during LIFE Week (Week 6, Autumn Term) that will link closely with their Big Ideas topic.

## **ELECTIVE STUDY**

### **TECHNOLOGIES**

#### **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.

#### **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
- Pewter Casting Project

## **MATERIALS TECHNOLOGY – METALWORK**

This course introduces students to working with metal. Students will begin to understand the different types of products which can be produced from the various metal 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 processes like MIG welding, brazing, bending, forming, drilling, soldering, polishing and finishing. Plastics processes will include shaping, polishing and heat forming. 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. Students will develop their understanding of the tools and machines and apply these to a number of projects. They will work with a number of new and exciting technologies including the laser cutter and 3D modelling software.

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 – FILM AND ANIMATION**

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

Projects Include:

- Creating an original short film
- Analysis of a movie genre
- Creating an animated sequence
- Producing promotional material for an original short film

## **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, design principles 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 Definitions
- Portfolio

## TECHNICAL GRAPHICS

The aim of this course is to introduce 3D modeling on the computer. Students will create their own “Grand Design” house, using “Sketchup”. 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 rendering.

## TEXTILES

Contemporary textiles feature in all aspects of life from the furnishings in our homes to the everyday garments we wear, 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 these materials investigations students will 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.

## THE ARTS

### 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.

### 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 Programme and selecting an instrument to study is strongly encouraged.

## **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.

## **PHYSICAL EDUCATION**

### **OUTDOOR EDUCATION**

The 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 be 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.

## **DA VINCI 2.0 (STEM) (BY INVITATION ONLY)**

In 2018, Holy Cross College is excited to be offering DaVinci STEM (Science, Technology, Engineering, Art and Mathematics). This is a new initiative designed to engage and excite students who are passionate and interested in Science innovation, investigation and human endeavour. The elective will run for two periods a week. The projects will Incorporate emerging technologies, will be collaborative and students will work closely together in a hands on way to solve real world problems. Students will develop creative and critical thinking skills. The elective will be project based and eligible students will be invited to participate.