

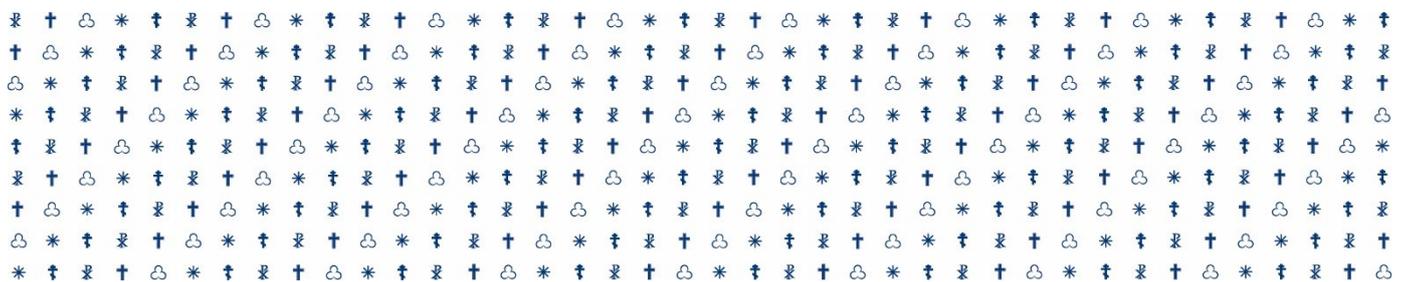
SAINT IGNATIUS' COLLEGE

Educating the whole person



CURRICULUM INFORMATION

Year 8 2018



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Subject Outlines

INTRODUCTION

Each subject offered at the College is presented in a similar format:

Length

Length of course to be taught i.e. Semester (1 unit) or Full Year (2 units).

Prerequisites

Preferred previous study or particular skills or interests which prepare the student for a subject.

Learning Outcomes

The aims or objectives which guide learning and assessment in the subject plus the knowledge, understanding, skills, and attitudes required of a student studying a specific subject.

Scope

The topics, themes, or types of learning that occur in the subject.

Assessment

The types or categories of assessment for the subject.

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.

Please note:

This handbook identifies subjects which are initially offered to students. Some subjects may have to be cancelled due to insufficient numbers of students. If subjects are cancelled, students will be consulted in a subsequent selection. Every effort will be made to accommodate students' choice of subjects.

The Middle Years: Years 7 to 9

At Saint Ignatius' College, our aim is to help produce young men and women of competence, conscience and compassion. This requires a full and deeper formation of the human person, an educational process of formation that calls for excellence - a striving to excel, to achieve one's unique potential - and which embraces the intellectual, the academic, the physical and social, the religious and the spiritual aspects of a young person. It calls for a human excellence modelled on Christ, the One for Others. It calls for the formation of a leadership of self-reliance and a community sense which sees the giftedness of the person as a richness for the world, and for a faith in Christ that flowers in works of justice.

The concern for the individual person - *cura personalis* - is another basic characteristic of Jesuit education. The ideal is to see each student as gifted and unique, no matter the range of individual talents. Each student is encouraged to develop and accomplish objectives at a pace suited to individual ability and the characteristics of his or her own personality.

Learning in the Middle Years is supported through the College leadership structure. Curriculum Coordinators in the areas of Religious Education, English, Mathematics and Science, have responsibility for coordinating the building of skills and knowledge through learning activities appropriate to students at this age group. The Adaptive Education Coordinator – Middle Years is responsible for monitoring and organizing support for students with special needs. This structure reflects a College commitment to the value of specialised knowledge, as well as the benefits of a coordinated team approach to the management of the Middle Years Curriculum.

The emphasis of the Middle Years curriculum is on the core subjects: Religious Education, English, Mathematics, Science and History. Also compulsory across Years 7 to 9 are Drama, Art, Personal Development and Information Technology. All of these subjects focus on the arts, the intellect and the imagination which are at the core of our Ignatian ideals.

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and extra support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.

All students are exposed to the use of computers and other technology during their time in the Middle Years, and all the facilities of the Senior School are available to them.

The onset of adolescence and growth into emerging adulthood is a crucial period in the life of a young person. Year Directors and the Deans of Students work closely to monitor the personal development courses and to ensure adequate pastoral and co-curricular programmes to complement the academic formation of our students.

Ignatian Pedagogical Paradigm

Teaching in an Ignatian environment engages a process whereby teachers can promote the Jesuit Mission in the classes they teach and in the various other ways in which they interact with their community. The educational outcomes envisaged by Ignatian Education are the formation of students who are leaders in service, in imitation of Christ Jesus, men and women of competence, conscience and compassionate commitment.

The 33rd General Congregation of the Society of Jesus outlined an approach to Jesuit ministries to ensure an authentically Ignatian style. The General Congregation referred to the Society's traditional "way of processing", which called for a review of all the Society's ministries, both traditional and new:

Such a review includes: an attentiveness to the Word of God, an examen and reflection inspired by the Ignatian tradition; a personal and a communitarian conversation necessary in order to become "contemplatives in action"; an effort to live indifference and availability that will enable us to find God in all things; and a transformation of our habitual patterns of thought through a constant interplay of experience, reflection and action.

As we continually develop our educational structures and processes, we are reminded of the following aims written by the previous Father General, Peter Hans Kolvenbach SJ:

Jesuit education aims at joining learning and virtue and developing a faith that does justice. It means the ideal of being young men and women of competence, conscience and compassion, who know that life is only lived well when lived generously in the service of others. It means helping them to discover that what they most have to offer is who they are rather than what they have.

To do this, we recognise that the teacher's primary role is to facilitate the growing relationship of the learner with truth, particularly in the matter of the subject being studied under the guiding influence of the teacher. The teacher creates the conditions, lays the foundations and provides the opportunities for the continual interplay of the student's experience, reflection and action to occur. An Ignatian approach to teaching begins with a clear understanding of those being taught (context) and ends with a commitment to appraise the learning experience (evaluation). There is neither a beginning nor an end to the way of proceeding. It is a continual interplay between the five key elements of the Ignatian ministry of teaching: context, experience, reflection, action and evaluation.

Our aim is to ensure that teachers and students grow in their understanding of the Ignatian ideals and values.

Curriculum Chart Years 7 to 9

Year 7

Religious Education
 Art & Design/Music
 Digital Technologies
 English
 History/Geography
 Mathematics
 Personal Development
 Science

One from

Chinese ^
 French #
 Italian #
 Latin #

Year 8

Religious Education
 Art/Drama
 Digital Technologies/Geography
 English
 History
 Mathematics
 Personal Development
 Science

Two from

Chinese *
 French *
 Indonesian *#
 Italian *
 Latin *
 Music

Year 9

Religious Education
 English
 History
 Mathematics
 Personal Development
 Science

Four Units from

Art and Design (1 or 2 units)
 Chinese * (2 units)
 Digital Technologies (1 unit)
 Drama (1 unit)
 French * (2 units)
 Geography (1 unit)
 Indonesian * (2 units)
 Italian * (2 units)
 Latin * (2 units)
 Literacy and Numeracy Support + (1 or 2 units)
 Music (1 unit)

^ Students are required to have previous experience or be a background speaker.

Language course – beginner's level

* *The study of at least one foreign language is compulsory until the end of Year 9 except where advised otherwise by the Faculty Director of English & LOTE and the Deputy Head - Curriculum.

+ Entry is by invitation from the Faculty Director of Specialist Learning Programs and Deputy Head – Curriculum.

Religious Education 7 to 9 Overview

Religious Education at Saint Ignatius' College has two aspects; the formal class work conducted in the classroom and the development of a sense of faith and spirituality which underpin all of the College's activities.

This development of faith and spirituality is facilitated through our pastoral care programs, our school liturgies and days of reflection, our social justice work and in our daily living of Christian ideals as they are practised in a Jesuit College. This is not something that can be measured or assessed. The goals of the Religious Education formal class work programme are as follows:

GOALS

- Students develop an awareness and understanding that Religion is a body of knowledge that adds to our understanding of the world.
- Students acquire skills to examine this body of knowledge in the areas of sacred texts, history, beliefs and practices, and cultural and social integration.
- Students develop the ability to relate Religion and Religious beliefs to cultural and social activities.
- Students examine the aspects of their Catholic Jesuit identity and heritage as it applies to their lives.
- The formal classwork deals with Religion as an observable phenomenon; and is studied under the following four strands.

Believing

This Strand explores the Church as a believing community. It enables students to explore the rich heritage of the thoughts and beliefs of the Catholic Tradition and its meaning and significance for their lives.

Living

This Strand examines the qualities of discipleship as an invitation to promote the Reign of God. It explores ethical issues, moral decision making and conscience formation in light of the ethical codes of the Gospels and Catholic Tradition.

Celebrating

This Strand reflects on the Church as a celebrating community. It explores the nature of prayer, the liturgical and sacramental life of the Church, and its relationships with other religions and their traditions.

Praying

This Strand is integrated across the three conceptual Strands and emphasises the importance of prayer across the life of the Church: in its beliefs about the nature of God and the human person, in its moral teachings, and in its liturgical life.

ASSESSMENT

The strands can be assessed at each year level in a manner appropriate to that level. Assessment tasks may include tests, examinations, assignments, projects, oral and drama presentations.

Religious Education

Length	Full Year
Subject classification	Studies of Society and Environment
Prerequisites	Nil

GOALS

- Students will have some knowledge of the story of Saint Ignatius and the role that he played in the establishment of the Society of Jesus. They will further have some appreciation of the significance of the College being a College in the Ignatian tradition and they will recognise to some extent intrinsic Ignatian values manifested in the school.
- Students will acquire knowledge of the background of Christianity beginning with Jesus and his disciples.
- Students will come to appreciate the concepts of sacred space, the architecture and symbols of Catholic Churches.
- Students will visit sacred places such as the College Chapel.
- Students will explore the signs and symbols associated with the Eucharist, and the importance of the Eucharist in the life of the Church.
- Students will acquire knowledge of the Church's teaching on Life after Death and its promise through the Resurrection of Christ.

LEARNING OUTCOMES

The student:

- examines and compares a range of visual and written texts that reflect different perspectives on religious beliefs, and uses multi-media presentations to research and present diverse ways in which Christians live out discipleship in accordance with the ideals and values of Jesus;
- using the school community as a resource, examines the architecture of a Catholic Church and the symbols they include;
- appreciates and reflects on the structures of Catholic worship, including the meaning of the priest's vestments, and the sacred vessels used during the Mass;
- appreciates and reflects on the value of prayer in the lives of Catholics;
- appreciates the presence of God in the World Religion of Judaism.

SCOPE

Our School

Meaning of the School Crest
Saint Ignatius Loyola
Religious Orders
Catholic Beliefs and Practices

Background to the Gospels

Jesus, the faithful Jew
Groups in Jewish society at the time

Religious Education

SCOPE cont.

People and Ministries in the Catholic Church

The Church is the body of Christ

The Role of the Laity

How do Catholics live their faith in Christ

The First Christians

Pentecost: the birth of the Church

Persecution of the Early Christians

The Council of Jerusalem

Morals and Values

Background to the Gospels

Jesus

Groups in Jewish Society

World Religions – Judaism

Who are the Jews?

How Judaism began

Orthodox and Reform Jews

Art

Length	Semester
Subject classification	The Arts
Prerequisites	Nil

INTRODUCTION

Student may participate in three main areas: Drawing, Painting, and Three Dimensional Studies.

GOALS

In the areas of creating, making and presenting, the aims of the program are to:

- give students experience in making works of art, which will contribute to their intellectual and emotional development in ways not generally encountered in other subjects.
- make them aware that Visual Art is an integral part of the cultures and histories of all human beings.
- consolidate on past aesthetic experiences.

LEARNING OUTCOMES

On completion of Year 8 Art, students will be able to:

- explore concepts and principles of art through the use of visual arts elements;
- experiment with a range of media and explore limitations and combinations;
- demonstrate an ability to discuss Art orally and to use subject specific language when writing about aspects of Art.

SCOPE

Students may complete work from the following practical disciplines: Painting and Drawing and a three dimensional component.

Drawing is an important part of all the disciplines and students will practice drawing skills, drawing from life, conceptual development and finished works of art. Traditional methods and new technologies will be used.

Art appreciation and expansion of knowledge of Aboriginal and Torres Strait Islanders histories and cultures; Asia and Australia's engagement with Asia and consideration for sustainability will complement theory and practical lessons.

Art History will complement practical lessons and students will study art related to Christian Art and South Asia Art.

Art

ASSESSMENT

Practical

Students will keep notes and visual information on each discipline. Assessment will indicate the level of skills demonstrated, evidence of ideas developed and the quality of the final work.

Theory

Oral tests may be given to assess knowledge and understanding of media and the theoretical aspects covered.

Assessment is continual and based on work samples, assignments, practical projects, and homework tasks.

Digital Technologies

Length	Semester
Subject classification	Technology
Prerequisites	Nil

GOALS

- To build the confidence and motivation of students when using computers and associated technology.
- To ensure that students develop a positive attitude towards using Digital Technologies.
- To make students aware of various aspects of digital devices and communications in today's world.
- To enable students to use digital devices as a powerful tool to solve various problems.
- To enable students to gain the necessary skills needed to use computer technology in order to meet their specific needs now and in the future.
- To ensure students gain generic skills that will enable them to learn and confidently use a wide variety of computer technology and associated software.
- To enable students to gain skills and attitudes required to use computer technology in other curriculum areas.
- To enable students to evaluate information from various electronic and online resources.
- To enable students to gain an understanding into the relationship between technology and society.
- To enable students to design, develop and evaluate their work effectively.
- To introduce computer languages and programming skills in applied situations.
- To develop students' abilities in areas such as time management, organisational skills and creativity.

SCOPE

Applications

File and Cloud Management

Advanced Website Design – HTML5 and CSS3

Computer Language Basics - JavaScript

Graphics – Adobe Photoshop, Various Paint Software

Combined Skills Tasks

When appropriate, students undertake a project using the Investigate, Plan, Production, and Evaluation process.

Issue Tasks

- Ethics of Digital Communications
- Online safety and digital footprints
- Public Online Media Ethics

ASSESSMENT

Assessment tasks include:

Skills and theoretical tests

Classroom-based assignments

Class presentations

Social issues reports/homework assignments

Drama

Length	Semester
Subject classification	The Arts
Prerequisites	Nil

GOALS

- To introduce students to theatre and performance with an emphasis on improvisation and performance skills.
- To give students opportunities to participate in a variety of dramatic forms in play, in performance and as spectators, and to learn skills appropriate to these activities.
- To promote and develop the expression of feeling and thought through language and movement.

LEARNING OUTCOMES

This course introduces students to Drama as an art form and cultural medium. Drama gives students the opportunity to become self-confident, develop skills and talents in performing and communication, as well as planning, concentration and discipline. Students are given the opportunity to work both independently and collaboratively to achieve dramatic outcomes. The basic elements of drama are studied. Skills taught include voice production, audience skills, expressive movement, improvisation, characterisation, mime, journal writing, review writing, performance poetry, and scriptwriting.

SCOPE

Theory and Practical

Improvisation centred on developing basic performance skills - focus, concentration, co-operation, group trust, relaxation, quick thinking, creativity

Drama terminology

The Stage Picture - tableaux, levels, focus, blocking, improvisation

Theatre Shapes, space, audience

Scripts

Mime

Character Workshops

Review Writing/Journal Writing

ASSESSMENT

Assessment is progressive throughout the semester based on both theory and practical work. Group participation, ensemble skills, analytical skills, basic acting techniques and short answer questions contribute to the student's final results. A written journal of all activities is assessed throughout the semester, plus a written review of either a live or film performance will be undertaken. The students' final results will be collated from class tasks assessed throughout the semester.

Other expressive activities:

- enable students to reflect orally and in written form;
- develop group skills and build self-confidence;
- enable students to foster creativity and expressive skills in speaking, movement and writing.

English

7 to 9 Overview

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 7 students communicate with peers, teachers, individuals, groups and experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, as well as literary analyses and transformations of texts.

English

Length	Full Year
Subject classification	English
Prerequisites	Nil

GOALS

English involves using speaking and listening, reading and viewing, and writing to:

- learn about texts;
- learn about and use language strategies;
- apply this knowledge and understanding to a range of contexts, purposes and audiences.

English is therefore organised through three strands:

Texts and Contexts

Language

Strategies

LEARNING OUTCOMES

This subject aims to develop in all students the ability to:

- support a point of view about themes and issues in texts by distinguishing between a plot and theme, and identifying major point of conflict and resolution within texts;
- discuss topical items published in media such as magazines, local papers, current affair programs and relate these critically to their own experience;
- write sustained narratives on familiar, possibly self chosen, topics with attention to time order, characterisation, consistent narrative point of view and development of a conclusion;
- write informative texts for familiar but wide audiences, providing more than an exclusively personal perspective;
- develop written arguments about ideas and issues for a general audience, stating and justifying a personal viewpoint, and providing more than one argument;
- analyse and evaluate features of written and visual images when reading and viewing;
- control and adjust most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.

English

SCOPE

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand.

Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10.

The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literary texts
- **Literacy:** expanding the repertoire of English usage

ASSESSMENT

Continuous assessment based on Language, Literature and Literacy are assessed through a variety of forms including:

- formal and informal talk
- individual and group oral presentations
- formal and informal responses to reading and viewing
- a variety of writing experiences including creative response to literature and analytical response to text
- analysis of film
- end of year examination

Geography

Length	Semester
Subject classification	Humanities and Social Sciences
Prerequisites	Nil

The Australian Curriculum: Geography has themes for each stage of schooling. Year 8 includes two themes.

The first theme is 'Landforms and landscapes' which focuses on how landforms are shaped, distinctive aspects of landforms and landscapes, and the environmental and cultural significance of landscapes to people in Australia and countries of the Asia region.

The theme may include studies of one or more of the following aspects:

1. The different types of landscapes and their distinctive landform features (ACHGK048)
2. The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)
3. The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)
4. The human causes and effects of landscape degradation (ACHGK051)
5. The ways of protecting significant landscapes (ACHGK052)
6. The causes, impacts and responses to a geomorphological hazard (ACHGK053)

The second theme is 'Changing nations' which focuses on the social, political and economic impacts of population redistribution on the human geography in a particular country. Investigations use studies from Australia, China and the United States of America.

The theme may include studies of one or more of the following aspects:

1. The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)
2. Australia and the United States of America, and their causes and consequences (ACHGK055)
3. The reasons for and effects of internal migration in Australia (ACHGK056)
4. The reasons for and effects of internal migration in China (ACHGK057)
5. The reasons for and effects of international migration in Australia (ACHGK058)
6. The management and planning of Australia's urban future (ACHGK059)

Assessment may include a selection from:

- Journal Work
- Individual and paired assignments
- Extended Writing
- Problem Solving
- Fieldtrips
- Common Assessment Tasks

History

Length	Full Year
Subject classification	Humanities and Social Sciences
Prerequisites	Nil

The Ancient to the Modern World

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650 CE – c.1750).

Key inquiry questions for the year level

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- What significant people, groups and ideas from this period have influenced the world today?

Key concepts

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

Overview

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:

- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)
- the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)

SCOPE

The depth studies for this year level include:

1. The Western and Islamic World (**ONE** of The Vikings, Renaissance Italy, Medieval Europe, The Ottoman Empire)
2. The Asia-Pacific World (**ONE** of Angkor/Khmer Empire, Shogunate Japan, The Polynesian expansion across the Pacific)
3. Expanding contacts (**ONE** of Mongol Expansion, The Spanish Conquest of the Americas, The Black Death in Asia, Europe and Africa)

ASSESSMENT

Continuous Assessment including:

Journal work, assignments, use of primary and secondary sources, written tests, problem solving and extended writing

Languages

Overview

The study of a language commences in Year 7 where students must select one language from Chinese, French, Italian and Latin. French, Italian and Latin are offered as beginner courses, but Chinese can only be selected if students have previous experience with the language, or are a background speaker or first language speaker.

In Year 8 Indonesian is offered as a beginner course and is available to students who have no previous language experience or to those students who wish to study a second foreign language. The study of one foreign language is compulsory until the end of Year 9.

The study of languages is very much a part of the tradition of Jesuit education. The training of the memory, the adaptation to new styles of expression, the intelligent challenge from a different cultural approach, the appreciation of one's own tongue and an ever shrinking world are all reasons why we place such emphasis on the compulsory study of a language. The College policy, stated above, is based on the academic nature of our curriculum and the recognition that the study of a language develops higher-order thinking as well as improving competency in the student's first language.

Chinese

Length	Semester
Subject classification	Languages Other Than English
Prerequisites	Successful completion of Year 7 Chinese or is a background speaker or has previous experience with the language.

GOALS

- To familiarise students with the principles of written Chinese (simplified characters), the Pinyin romanisation system, and pronunciation and intonation of spoken (Mandarin) Chinese.
- To familiarise students with grammar principles of Modern Standard Chinese.
- To promote students' development of written and spoken communication skills in Chinese through a range of topics and situations.
- To introduce students to the geography, culture and contemporary society of China.

LEARNING OUTCOMES

Students will participate in a range of activities across the three strands of language:

Communication

Engage in simple conversations and role plays, present information about themselves and their families.

Understanding Language

Recognise and write the 6 basic strokes and introduce the 220 radicals as used in a Chinese dictionary, write radicals and characters according to the rules of stroke order and direction, read and write simple dialogues and reports on a range of topics and situations.

Understanding Culture

Identify and provide information on the physical and political geography of China, Chinese family culture, schooling in China, Chinese food and zodiac.

SCOPE

Greetings and introductions
Home, family and friends
Numbers and counting
Animals/pets
Countries and nationalities
Sports and hobbies
School subjects
Food & drink

ASSESSMENT

Oral/Interaction

Conversations, role plays and presentations
Listening/reading and responding to audio texts and print texts

Writing

Character writing and recognition, personal reports and accounts

Culture and Society

Investigations on aspects of Chinese Culture related to the topics covered

French

Length	Semester
Subject classification	Languages Other Than English
Prerequisites	Successful completion of Year 7 French or is a background speaker or has previous experience with the language.

GOALS

- To promote the teaching of French using the communicative method.
- To equip students with usable language and provide them with opportunities for using it.
- To familiarise students with the writing system and pronunciation of French.
- To familiarise students with the basic grammar principles of French and encourage competence in writing.
- To promote cultural awareness by studying cultural aspects of France and particularly its influence in the Pacific/Indian Oceans region and the role of French explorers in Australia.

LEARNING OUTCOMES

Students will participate in activities across the three strands of language:

Communication

Oral Communication

Engage in simple conversations and role plays, present information about themselves, friends and family. Present information about their routine, school life and outings at a café or restaurant.

Written Communication

Write simple accounts and dialogues on a range of studied topics.

Understanding Language

Listen, read and respond to simple written or oral accounts connected to the topics studied.

Understanding Culture

Write or discuss cultural and geographical aspects of France and the French Speaking Communities of the Pacific and Indian Oceans, and the influence of the French explorers in Australia.

French

SCOPE

Immediate and extended family and pets
Resemblance/Age/Professions
City and neighbourhood buildings

Street directions/houses
Addresses and Telephone numbers
Clothing/Colours
Food/Drinks/Recipes
Ordering at a café or restaurant

ASSESSMENT

Oral/Interactions

Conversations, role plays and presentations

Listening/Reading and Responding

Identifying key points and responding to written and oral texts related to the topics studied

Writing

Simple dialogue/narrative essays in French

Cross domain

Vocabulary/grammar (regular class tests)

Culture and Society

Summaries in English connected to topics studied

Examination

Indonesian

Length	Semester
Subject classification	Languages Other Than English
Prerequisites	There are no prerequisites. This course is designed for students with no background in Indonesian.

GOALS

- To extend students' literacy and cognitive, social and learning skills.
- To extend students with the basic grammar principles of Bahasa Indonesia and language as a system.
- To promote students' development of spoken and written communicative skills in Bahasa Indonesia through a range of topics and situations.
- To introduce students to the geography, culture, and contemporary society of Indonesia.

LEARNING OUTCOMES

Students will participate in activities across the three strands of language:

Communication

Engage in simple conversations and role-plays.
Present information about themselves, their routine, and school life.
Process spoken information into written form.

Understanding Language

Write simple accounts and dialogues on a range of topics, using rehearsed language patterns.

Extract information and meaning from texts on familiar topics.

Understanding Culture

Write about or discuss aspects of the physical geography and the modern culture of Indonesia.

SCOPE

Indonesia, our Neighbour
Greetings/Social Interaction
The Family
School Life in Indonesia
Shopping

ASSESSMENT

Oral/Interaction

Conversations, role-plays and presentations

Writing

Personal reports and accounts, short compositions

Reading and Responding

Recognising meaning of words, questions and answers, grammatical exercises

Culture and Society

Reports in English

Italian

Length	Semester
Subject classification	Languages Other Than English
Prerequisites	Successful completion of Year 7 Italian or is a background speaker or has previous experience with the language.

GOALS

- To familiarise students with the writing system and pronunciation of standard Italian.
- To familiarise students with the basic grammar principles of Italian.
- To promote students' development of spoken and written communicative skills in Italian through a range of topics and situation.
- To introduce the students to the geography, culture and contemporary society of Italy.

LEARNING OUTCOMES

Students will participate in activities across the three strands of language:

Communication

Engage in simple conversations and role plays.
Present information about themselves, their routine and school life.

Understanding language

Read and write simple accounts and dialogues on a range of topics.

Understanding Culture

Write about or discuss aspects of the physical geography, the modern history and culture of Italy, and the life and experience of the Italian community in Australia.

SCOPE

Friends
Nature and animals
School and classroom
Shopping
Italian food
Seasons and weather

ASSESSMENT

Oral

Conversations, role plays and presentations

Writing

Personal reports and accounts

Culture and Society

Projects and summaries in English

Latin

Length	Semester
Subject classification	Languages Other Than English
Prerequisites	Successful completion of Year 7 Latin.

GOALS

- To promote students' interest in and awareness of a language which, in terms of vocabulary, syntax and structure, provides the basis for much of our own language.
- To develop students' understanding of the culture and ways of life in Roman society.
- To develop students' understanding of language as a system.
- To assist students to acquire transferable cognitive, social and learning skills.
- To extend students' general knowledge and literacy.

LEARNING OUTCOMES

Students will acquire the knowledge of grammar, vocabulary and culture and will be able to use Latin to:

- translate set pieces from text and non-text resources into an English style that is appropriate to the year level of the student;
- understand and respond in written or oral English, to short prose pieces on familiar topics containing simple, familiar language;
- research and present information related to domestic and social life in Ancient Rome.

SCOPE

Roman family life, including the role of women and children
Clothes
Classes and groups in society, including the institution of slavery
Travel - by land and sea

ASSESSMENT

Listening/Reading and Responding

Processing information on texts, grammatical exercises, questions and answers

Culture and Society

Projects and reports

Examination

Mathematics

Length	Full Year
Subject classification	Mathematics
Prerequisites	Nil

GOALS

- To foster an interest in Mathematics and an awareness of the impact and relevance of Mathematics in everyday life.
- To develop a solid understanding of the number concepts and processes.
- To develop students' grasp of space, measurement and algebra and enhance their confidence in using Mathematics to interpret information and make decisions.
- To inspire students to engage in Mathematical study needed for further education and careers.
- To provide students with the opportunity to fully develop their potential, eg provision for special extension programmes.
- To foster the use of appropriate technology as a problem solving tool.
- To provide support and remediation for students who experience difficulties with the Mathematics programme.
- To develop investigative methods and an ability to clearly communicate mathematical thinking.

SCOPE

Number and Algebra

- Number and place value, Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships

Measurement and Geometry

- Using units of measurement, Geometric Reasoning
- Statistics and Probability
- Chance, Data representation and interpretation

ASSESSMENT

Continuous assessment based on:

Problem solving

Group tasks

Folio tasks

Common topic tests

Mathletics

Examination

Bookwork

OTHER INFORMATION

Throughout the year, students have the opportunity to participate in various enrichment activities including the Australian Mathematics Competition and the SA Schools Mathematics Competition. Students also use Mathletics – an on-line Mathematics resource.

A graphics calculator (Casio) is required for some topics.

Music

Length	Semester
Subject classification	The Arts
Prerequisites	Nil

GOALS

- To engage students in the creation, presentation, appreciation and manipulation of music through practically-based activities and instrumental study.
- To enable students to access a working knowledge of theoretical concepts.
- To develop and/or enhance students' awareness and appreciation of music.
- To develop or stimulate interest in developing students' musical skills and abilities.

SCOPE

Students study in four areas:

Musicianship

Students participate in practical and theoretical activities which develop their understanding of music theory and notation.

Band/Instrumental

Students are given an instrument to learn, play and look after for a full semester. Students will have a weekly group lesson with a specialist tutor and participate in the Year 8 Concert Band during class time, leading to a performance at the end of the Semester.

Keyboard

Students will participate in class tuition on the keyboard, developing skills in reading, playing and co-ordination.

Composition

Students will compose group and individual pieces for percussion. They will also use 'Sibelius' software to write a short film score and other short pieces.

ASSESSMENT

Assessment will be accumulative and based on:

Assessment tasks

Tests

Participation

in the above four areas of study listed above under Scope.

Personal Development

Length	Full Year
Subject classification	Health and Physical Education
Prerequisites	Nil

GOALS

- Expand students' knowledge, understanding, and skills that help them achieve successful outcomes in classroom, leisure, social, movement, and online situations.
- Investigate how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships, and the factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours, and actions.
- Support students to refine a range of specialised knowledge, understanding, and skills in relation to their health, safety, wellbeing and movement competence and confidence.
- Demonstrate a range of help seeking strategies that support them to access and evaluate health and physical activity information and services.
- Develop more complex skills and understanding in a range of physical activity settings.
- Analyse how body control and coordination influence movement composition and performance, and learn to transfer skills and concepts across a variety of movement contexts.
- Explore the important role that games and sports play in shaping cultures and identities.
- Reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Personal Development at Year 8 involves both practical and theory lessons. The curriculum aims to contribute significantly to the "total development of each individual person" in accordance with Jesuit Educational Philosophy.

The Personal Development Curriculum aims to enable students to:

- Investigate and analyse various social and emotional changes they experience as they transition through life, how these changes impact themselves and others, and identify strategies to manage them.
- Examine and evaluate personal, environmental and social factors that can influence people about their physical and mental health and well-being, including the benefits to a diverse array of communities.
- Investigate and develop skills which will assist in the development of relationships, health and well-being, and how they can use these skills to assist and support others within the community.
- Recognize the influence particular people (and groups of people) can have on their behaviours, beliefs, decisions and actions and how this can impact on others within the community.
- Using external sources, students investigate and plan how they can support and/or contribute to the health and well-being of the wider community, including how to build a sense of connection within communities.

Personal Development

- Develop, refine and/or transfer movement and performance skills by responding to feedback, progressing to more complex movements; which displays a range of ways to alter force and speed.
- Select, design and apply rules, procedures and scoring systems to participate safely, fairly and ethically; which also enhance team cohesion and success.
- Select, implement and maintain physical activity routines to enhance personal and community fitness, health and well-being.
- Identify and discuss the cultural and/or historical significance of a range of physical activities.
- Engage in problem solving skills to develop and apply strategies when working in groups and teams; demonstrating leadership, effective communication and positive movement outcomes.

SCOPE

Theory:

Nutrition

Major concepts include: Healthy Eating: analysing diet choices; five basic food groups. Healthy behaviour/lifestyle choices.

Wellness and Fitness

Major concepts include: Circulatory and respiratory systems; health and sport related components of fitness; benefits of being fit; improving and maintaining fitness; mental health and wellness.

Drug Awareness

Use of alcohol, tobacco and other drugs; explore range of health decisions, assess and analyse media and messages.

Made in the Image of God

Major concepts include: Relationships; male and female reproductive systems; life creation; personal values. Self Esteem and Identity: accepting strengths and weaknesses; areas of growth and development (spiritual, physical, emotional, social, intellectual); how self-concept can influence behaviour; confidence, success and goal setting.

Sport in Australia

Students investigate the history and significance of sport in Australia, and how it has contributed to shaping the nation socially, economically and politically, over the past 200 plus years.

Practical

Fundamental Movement and Athletics

Invasion Games – Field (Soccer/Futsal & Gaelic Football)

Striking/Fielding Games (Hockey & Cricket)

Net/Wall Games (Handball, Tennis)

Dance

Wellness and Fitness

Personal Development

ASSESSMENT

Theory 40%

Homework tasks

Tests and Assignments

Common Assessment Tasks

Classroom participation

Practical 60%

Students should:

- ♦ participate in all lessons in correct College PE uniform
- ♦ display satisfactory skill development
- ♦ display a satisfactory knowledge of rules, tactics and movement patterns
- ♦ be able to work successfully with peers, showing respect and care for others and for equipment

Science

7 to 9 Overview

GOALS

At the end of Middle Years Science courses, students should demonstrate:

- an ability to explain everyday phenomena and solve practical problems;
- development of communication and co-operation;
- knowledge of key ideas of Science;
- recognition of the coherence of Science;
- knowledge of interactions between science, technology and society;
- awareness of interactions between people and their environment;
- scientific literacy (i.e. the ability to understand popular scientific reports).

In any overall Science program there is a continual development and reinforcing of student interests and skills. Of these skills, some are indirectly acquired whilst others are deliberately planned. Some of the skills include:

Problem solving skills

Experimental design skills

Data collection and processing skills

Data recording and processing skills

Data interpretation skills

Communication skills

Science

Length	Full Year
Subject classification	Science
Prerequisites	Nil

GOALS

Science aims to develop in all students the capacity to use, develop and apply scientific knowledge by:

- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds;
- communicating scientifically to different audiences for a range of purposes;
- using science to link with, and across, other subjects, with lifelong learning, work and community ideas;
- a positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous showing commitment to scientific reasoning and striving for objectivity;
- pursuing and respecting evidence to confirm or challenge current interpretations;
- an appreciation that science is evolutionary in nature.

Science

These Goals can be addressed by considering the National Curriculum Aims throughout the Science curriculum. The aims frame the knowledge, capabilities and dispositions that the students develop. They are the overarching qualities that continue to be developed in increasingly complex ways and include questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

LEARNING OUTCOMES

During Year 8, students will develop the following:

- an ability to explain simple everyday phenomena using basic scientific terms;
- an ability to solve practical problems;
- communication and cooperative skills through laboratory group work;
- recognition of the coherence of the "scientific method" as a way of solving a variety of problems;
- recognition of the interaction between science, technology and society;
- recognition of the interaction between people and their environment;
- an ability to design and carry out simple experiments;
- an ability to collect and display data in an appropriate way;
- an ability to understand popular scientific reports as a way of developing their scientific literacy;
- an ability to be a competent, creative and critical user of information communication technologies.

TOPICS

Working with Scientific Data
Energy
Physical and Chemical Change
Substances
Rocks and Mining
Cells
Body Systems

ASSESSMENT

Written tests
Projects
Posters
Oral presentations
Laboratory work
Practical reports
End of year examination

