

# *Sacred Heart College*



## Curriculum Handbook

Year 8 - 2016

# Introduction

Year 8 is an exciting year for our students and their families, when the College endeavours to not only extend the use of their gifts and talents in the curriculum offered, but to continue to assist their transition into adulthood through pastoral means. Year 8 marks the first year of high school where students have some choice over what they study. With all choices come responsibilities.

All schools in WA are required to teach according to the outcomes set out in the mandated "Curriculum Framework." The Curriculum Framework sets out a series of outcomes which describe the knowledge, understandings, skills, values and attitudes that students are expected to acquire through their schooling from Kindergarten to Year 12. These outcomes are divided into eight Learning Areas with thirteen overarching statements. In WA Catholic schools, a further Learning Area, Religious Education, has been mandated by the Church.

Particular attention is given to the holistic view of the curriculum, with an emphasis on teaching vital skills such as literacy, numeracy and social cooperation, whilst integrating knowledge, skills and values across all learning areas. The fundamental role of curriculum is the promotion of student enjoyment of learning and achieving to one's potential is continually promoted.

In Year 8 students at Sacred Heart are given a broad experience across all nine learning areas – Religious Education, English, Health and Physical Education, Languages Other Than English (French or Japanese), Mathematics, Science, Society and Environment, The Arts (visual and performing) and Technology and Enterprise.

The transition from Year 7 into the important curriculum choices in the upper school years begins in Year 8. Year 8 should be a key year in developing the study skills and habits that are vital for success in secondary school.



Peter Bothe  
Principal

## Religious Education

**Head of Learning Area:** Marc Farrell  
**Contact Details:** 9246 8217  
[mfarrell@sacredheart.wa.edu.au](mailto:mfarrell@sacredheart.wa.edu.au)



## English

**Head of Learning Area:** Justin Whitt  
**Contact Details:** 9246 8220  
[jwhitt@sacredheart.wa.edu.au](mailto:jwhitt@sacredheart.wa.edu.au)



## Education Support

**Head of Learning Area:** Marie Blackburn  
**Contact Details:** 9246 8226  
[mblackburn@sacredheart.wa.edu.au](mailto:mblackburn@sacredheart.wa.edu.au)



## Health & Physical Education

**Head of Learning Area:** Hannah Waddell  
**Contact Details:** 9246 8234  
[hwaddell@sacredheart.wa.edu.au](mailto:hwaddell@sacredheart.wa.edu.au)



## Languages

**Head of Learning Area:** Jennifer Biffin  
**Contact Details:** 9246 8228  
[jbiffin@sacredheart.wa.edu.au](mailto:jbiffin@sacredheart.wa.edu.au)



## Mathematics



**Head of Learning Area:** Antonette Fazzari  
**Contact Details:** 9246 8272

[afazzari@sacredheart.wa.edu.au](mailto:afazzari@sacredheart.wa.edu.au)

## Science



**Head of Learning Area:** Ray Priskich  
**Contact Details:** 9246 8245

[rpriskich@sacredheart.wa.edu.au](mailto:rpriskich@sacredheart.wa.edu.au)

## Humanities



**Head of Learning Area:** Grant Miocevich  
**Contact Details:** 9246 8240

[gmiocevich@sacredheart.wa.edu.au](mailto:gmiocevich@sacredheart.wa.edu.au)

## Technology & Enterprise



**Head of Learning Area:** Barry Harrington  
**Contact Details:** 9246 8227

[bharrington@sacredheart.wa.edu.au](mailto:bharrington@sacredheart.wa.edu.au)

## The Arts



**Head of Learning Area:** Caitlin Wills  
**Contact Details:** 9246 8235

[cwills@sacredheart.wa.edu.au](mailto:cwills@sacredheart.wa.edu.au)

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# General Information

The College timetable in 2016 will consist of 30 periods per week. Each day there is six periods made up of 50 minutes duration with one period of 70 minutes. The breakdown of periods allocated for subjects is as follows:

Religious Education	4 periods
English	4 periods
Mathematics	4 periods
Science	4 periods
Humanities	4 periods
Health & Physical Education	4 periods
Languages (Japanese or French)	2 periods
4 Elective-type subjects each Semester	4 periods

Year 8 students study subjects from all nine Learning Areas. In Years 9 and 10 students will have an opportunity to select elective subjects from The Arts, Technology and Enterprise and Languages, whilst continuing to study subjects from the remaining six Learning Areas.

Enrichment is offered to those students who would struggle to successfully study a Language (Japanese or French) and who have been identified as a student who requires support with their literacy skills.

At the end of Year 10 students will continue to study in the Religious Education and English Learning Area to the Year 12 level. The remainder of the subjects studied in Year 11 and Year 12 will be determined by the student's gifts and interests. The College Course Counsellor and the student's allocated Course Adviser will assist students in this process.

Students in Year 8 should note that if they intend to study Music in Year 11 and Year 12 they must complete Music in Years 7 to 10.

# Religious Education



**Head of Learning Area:** Marc Farrell

**Contact Details:** 9246 8217

[mfarrell@sacredheart.wa.edu.au](mailto:mfarrell@sacredheart.wa.edu.au)

## THE COURSE

Religious Education in Year 8 aims to contribute to the nurturing of faith of students by enriching their religious knowledge and understanding of the “good news” proclaimed by Jesus Christ. The religious experience of students is acknowledged as being wide and varied with efforts being made to accommodate the religious needs of students whether they come from a religious tradition other than Catholic, have little religious experience or have a rich religious experience and are active participants within their local parish. Despite its inclusive approach, the focus of the RE programme at Sacred Heart College is assuredly Catholic. The College follows the Archdiocesan Religious Education Programme as mandated by the Catholic Bishops of W.A.

The four R.E. units studied each year help students to appreciate the importance of making a basic decision about religion for their lives. This means:

- Raising student’s religious awareness.
- Helping students to understand the Christian message in the light of their own life experience that of the human society in which they live.
- Presenting the Christian message in ways that relate it to the human heart and its aspirations
- Showing how the Gospel fully satisfies the personal questions and yearnings.

The four units studied over the course of the year are:

## RELIGIOUS EDUCATION

### Unit 1 - Belonging and Acceptance in Catholic Communities

- Examples of communities to which people belong, to satisfy the need for acceptance: the family; Church communities (the Catholic parish and Catholic school); other communities.
- Who Jesus is and how his Church enables people to have new experiences of God.
- The sacraments and liturgy within the Church; Structure of the Mass.
- The season of Lent.

### Unit 2 - The Universal Need for God

- The human search for true and longer-term happiness; to discover God.
- Characteristics common amongst religions: religious symbols, rituals, ceremonies, stories, laws, leaders.
- Major historical events of Old Testament times and the Jewish Covenants with Abraham & Moses.
- Jesus established a New Covenant initiated at the Last Supper – new (Passover) communion meal.
- Characteristics of the Jewish & Christian religion.
- Forms of Christian prayer.

### Unit 3 - Creation: God’s Original Plan

- God is revealed through creation.
- Human uniqueness in creation (‘summit of the Creator’s work’).
- The basic purpose of creation; God has a plan for all of creation.
- ‘Stewardship’ of creation
- God’s state of original justice: four harmonies
- The Fall; ‘original sin’
- The Christian Promise – power of salvation

#### Unit 4 - Growing in the Image of God

- Jesus came to help people achieve harmony between body and 'soul'
- 'Holiness' (from wholeness); *to be as God is*
- Jesus showed that the body reveals the person within - Sexuality: affects *whole* person
- Sacraments of Baptism, Eucharist & Reconciliation
- 'Advent': beginning of the liturgical year

#### OUTCOMES

There are five Outcomes of the Catholic Archdiocesan Religious Education programme.

Outcome 1: **Discovering God**

Students demonstrate their understanding that people come to discover God through experiences in creation.

Outcome 2: **Drawing On Human Experience**

Students demonstrate their understanding of the content of the Christian message and its significance by relating it to examples drawn from human experience.

Outcome 3: **Knowing Jesus**

Students demonstrate their knowledge of the person of Jesus, the model for living out the Christian mission in the world.

Outcome 4: **Living Like Jesus**

Students demonstrate their understanding that Catholics are empowered to live like Jesus, the Saviour, as they draw on the power of God's Spirit.

Outcome 5: **Catholic Practices** (Liturgy, Scripture & Prayer)

Students demonstrate the knowledge and skills necessary to:

- read and apply scripture and
- participate in Catholic ritual and prayer.

#### ASSESSMENT

**It is important to note that no attempt is made to assess the student's faith.**

Assessment occurs in several ways:

1. On-going monitoring/assessment of the student's day-to-day work and participation in class. For this purpose, students are to store their work in a well-maintained file or book as directed by their teacher. This work will include:
  - (a) a **Scripture Review** each term. Students read through an allocation of Scripture books (Christian & Hebrew) during class time and at home. The book of Scripture for which the Scripture Review is required will be indicated by the teacher; students are welcome to complete more than this one scripture review.
  - (b) A set of **Notes based on the Glossary and Key Concepts** per unit. Students are given a set of terms & concepts relevant to the unit being studied. They will have most of the term to use their Resource Books and other references to develop a set of notes.
  - (c) a **variety of other tasks** which will be completed individually and collaboratively in groups.
2. At least one **Common Assessment Task** is given each unit. These assessments require the student to demonstrate their understanding of the course material and specific skills such as research, investigation and critical reflection.
3. A common **Unit Test** will be given at the end of each unit. This is an opportunity for students to demonstrate their knowledge and understanding of the course indicated by the Glossary of terms and Learning Points issued at the beginning of the Unit.
4. **Regular observations** are noted about the students' engagement in class activities, participation, organisation, punctuality and completion of tasks.

## **PORTFOLIOS**

To compliment the Religious Education semester reports, each student will bring home a portfolio containing:

- their main assessments – Unit Tests, Assignments, Scripture Reviews
- some samples of work
- a student reflection / self-evaluation sheet and a
- reply slip for parents to return acknowledging viewing the portfolio and offering comments/questions if they wish.

The Display File requested on the booklist will be used as the Portfolio. Students have been given the responsibility to put their own work into their Portfolio. This might also give an insight into their ability to organise their work. The intention is to help the student, parents and teacher gain a better understanding of the activities in this subject, the efforts and, most importantly, the learning being made.

This will form an integral part of the reporting process. Students have been asked to guide their parents through the portfolio, explaining what they have been doing and what they have learned in Religious Education. It is hoped that this will lead to a positive and productive discussion where efforts and achievements are affirmed and the identification of areas for improvement are made.

**The Religious Education Learning Area follows the same assessment policy as the other College Learning Areas; for details, please refer to the Student Diary.**

## **PERSONAL ORGANISATION**

Students are required to bring to every Religious Education class their:

- Bible (Catholic Youth Bible – New International Revised Version)
- Student Resource Book
- RE File / Exercise Book and
- Appropriate writing equipment. (Blue or black pen, red pen, ruler, colouring pencils / markers etc)

The teacher may ask students to keep their work in an exercise book or a ring-binder file. Whatever method is decided, students are expected to keep all work and handouts relevant to the topic currently being studied in a neat and well-ordered manner.

Students are expected to arrive to class on time and with the appropriate requisites above. Should a student miss an assessment due to absence, they are to follow the College's expectations such as providing a medical certificate or letter from their parents and then to arrange an alternative opportunity to complete the task.

# Education Support



**Head of Learning Area:** Marie Blackburn

**Contact Details:** 9246 8226

[blackburn@sacredheart.wa.edu.au](mailto:blackburn@sacredheart.wa.edu.au)

## Education Support Curriculum

The goal for all students attending the Education Support Department at Sacred Heart College is to develop appropriate life skills and independence in preparation for life after school. In Year 8 there is a focus on the development of lifeskills through the curriculum continuing from the Year 7 programme. Students in Education Support are part of a Form group and participate in Physical Education, Religious Education and elective classes with mainstream students. Building on the skills and experiences of previous years the individual needs of each student are discussed with the child's family, to provide an appropriate level of academic, spiritual, social and behavioural learning. Participation in mainstream core subjects is also possible dependent upon the student's needs.

An Individual Education Plan (IEP) is developed/updated during Term 1 and 3 to ensure that specific goals and objectives are set for each student to ensure they are working at the appropriate level throughout the year.

## Parent Meeting Schedule

Term 1- IEP meeting with each family  
Term 2 – Parent/Teacher Interviews  
Term 3 – Update IEP goals for Semester 2  
Term 4 – Parent/Teacher Interviews

## Education Assistants

Education Assistants are generally appointed to each mainstream class the students with disabilities attend. Education Assistants work with all students in small groups within the Education Support Department and also assist with supporting the academic, behavioural and social needs of the students within their mainstream classes.

## Mathematics Curriculum

The Mathematics programme within Education Support focuses on developing functional mathematical skills and concepts to assist with independence within the community. These skills are developed through practical hands on activities including time, money, measurement, calculator and basic number skills. Students are also given the opportunity to reinforce mathematical concepts through computer and ipad based learning. The Mathematics programme is also used to reinforce Maths concepts at each student's level.

## English Curriculum

The English curriculum focuses on functional literacy skills essential for independence in the community. Students complete a wide variety of activities to develop their reading, writing, grammatical and oral language skills to the best of their ability. Essential English skills are also embedded within all other learning areas to ensure students have many opportunities to practice the skills learnt in specific lessons.

## Integrated Curriculum

The Integrated Curriculum provides opportunities for students to experience a selection of appropriate activities from the Humanities, Science and Health learning areas. The focus of the course is to provide practical activities related to real life situations that help to develop the student's general knowledge and world awareness.

## **Life Skills Curriculum**

The Life Skills programme enables students to take part in a wide range of practical, daily living skills. Students are given the opportunity to work on individual programs tailored to suit their personal care and independence needs. The content of the individual programs may also consist of therapy programs from agencies such as Therapy Focus that help to develop physiotherapy, speech therapy and occupational therapy goals.

## **Heart Café**

The students have the opportunity to be trained in the operation of an industry standard coffee machine in a real life café situation. They are also given opportunities to be involved in the operational business decisions and are encouraged to take part in devising and evaluating business plans for the success of the café. Students receive practical training in all aspects of working within a café which will assist with their future job training prospects.

# English



**Head of Learning Area:** Justin Whitt

**Contact Details:** 9246 8220

[jwhitt@sacredheart.wa.edu.au](mailto:jwhitt@sacredheart.wa.edu.au)

## English

As part of the Australian National Curriculum, students undertaking English are provided with the skills to listen to, read, view, speak, write and create an increasingly sophisticated range of texts. We aim to create a confident communicator who appreciates and uses the English language creatively and critically in a range of contexts and for a range of purposes. The range of literary texts for year 8 includes Australian literature, oral narratives, Aboriginal, Asian and Torres Strait Islander peoples, as well as contemporary literature of these three cultural groups.

The curriculum has been organised in three interrelated **strands**:

1. **Language:** focuses on knowledge of the English language and how it works;
2. **Literature:** focuses on understanding, appreciating, responding to, analysing and creating literature;
3. **Literacy:** focuses on interpreting and creating a range of types of texts with accuracy, fluency and purpose.

Students will be assessed according to the national Achievement Standards in two modes **receptive** (listening, reading and viewing) and the **productive** (speaking, writing and creating).

The aim of this course is to provide a back to basics approach in the first term, thus focusing on the student's understanding and consolidation of the key skills and concepts necessary for the development of functional literacy, and on-going development of reading skills through RAGE, a weekly programme run in conjunction with the Barbier Resource Centre. The English course is to be task driven, with students maintaining a portfolio of their work while the reporting of achievement will be described in terms of an overall grade and mark. This course concentrates on and incorporates a vast number of activities designed to develop skills in the use of Information and Communication Technology. Access to the Internet from home will be beneficial for completion of some aspects of this course.

## Streaming- Focus English

Students identified as demonstrating under-developed skills in the two modes, receptive and productive, were enrolled in Focus English, which covers the same content and assessment as the general English course. Students in Focus will receive specialised remediation in a smaller group environment. The aim of this course is to provide assistance at point of need, thus enhancing the student's understanding of the key skills and concepts.

## Streaming - English Extension

Students identified through NAPLAN and Year 7 results to have well developed skills in the two modes, receptive and productive, were enrolled in English Extension. This course covers the same content as mainstream but the assessments are designed to be open ended to allow for the students' own talents and strengths to shine. Additional texts apply to these students and are resourced and supplied by the Learning Area.

It is important to note that placement in the streams are not fixed and students may move between streams on a term-by-term basis according to their performance, effort and teacher evaluation/recommendation.

At the end of the Year 8 course students' whole year performance will be used to inform the next year's placement in the Focus, Mainstream and Extension classes.

# Health & Physical Education



**Head of Learning Area:** Hannah Waddell

**Contact Details:** 9246 8234

[hwaddell@sacredheart.wa.edu.au](mailto:hwaddell@sacredheart.wa.edu.au)

The Health and Physical Education learning area gives students opportunities to plan, act and reflect in order to develop the essential skills, knowledge, understandings, attitudes and values that promote participation in regular physical activity and good health practices.

Through active involvement and study in this learning area students are encouraged to exhibit attitudes and values that are consistent with lifelong participation in sport and physical activities, the prevention of ill health and the acceptance of personal responsibility for their actions. Through participation in sport, recreation activities and outdoor pursuits, students improve their physical skills and fitness and become aware of the important role that, enthusiasm, initiative, self-discipline, self-respect, cooperation and the assumption of responsibility towards one self and others play in the maintenance of a healthy society.

The Outcomes covered in Health and Physical Education are:

- Demonstrating a variety of co-ordinated movement skills for confident participation in selected sports and physical activities.
- Understanding health and physical activity concepts that enable informed decisions for a healthy and active lifestyle.
- Demonstrating self-management skills that exhibit independence in order to make decisions for a healthy and active lifestyle.
- Demonstrating effective interpersonal skills to interact positively in a variety of situations.

Physical fitness is the core of all that we do in physical education and students are expected to maintain a sound standard of cardiovascular fitness throughout their secondary schooling. All students participate in three periods compulsory Physical Education and one period of Health Education Curriculum. In addition students are encouraged to participate in a daily programme of physical activities through the extra curricular programme that is available.

The Year 8 programme and outcomes assessments can be seen below:

TOPIC	WEEKS	Outcome 1 Skill	Outcome 2 Understanding	Outcome 3 Self Management	Outcome 4 Interpersonal Skills
Aquatics	4 weeks T1 1 weeks T4			Organisation	Interpersonal skills Semester One
Athletics	5 weeks	Skill			
Fitness Testing	2 weeks T1 2 weeks T3				
Badminton	4 weeks	Skills	Rules Test		
Basketball	4 weeks	Skills		Self Management Semester Two	Interpersonal skills Semester Two
Handball	4 weeks	Skills			
Mod crosse	4 weeks	Skills			
Soccer	4 weeks	Skills	Rules Test		
Health			Comic Strip		Identity talk
			Reproduction		
			Test		
Folk Dancing	2 weeks				
Cricket	4 weeks				
Gymnastics	4 weeks				
TOTAL	40 weeks				

# Languages



**Head of Languages:** Jennifer Biffin

**Contact Details:** 9246 8228

[jbiffin@sacredheart.wa.edu.au](mailto:jbiffin@sacredheart.wa.edu.au)

## **French or Japanese**

Foreign languages are becoming increasingly important for students to be able to compete in the job market. Our students will need a second language to enhance job opportunity prospects in their future. In addition to increasing employment prospects, studying a foreign language broadens a student's perspective of the world, improves literacy skills and develops an appreciation of culture and ethnicity. Australia is a country that has the highest migrant population of any country in the world. It is also a country that is merging to a greater degree with Asia and with world markets. Foreign languages are imperative in the education of our youth.

Year 8 students will have the opportunity to study either French or Japanese for the year. At the end of Year 8, they can choose if they wish to continue their study of the chosen language. As French and Japanese are WACE subjects, students can pursue them for the remaining five-years of schooling. During that time they can take part in the bi-annual Study Tour to France or the annual exchange programme to Japan, if they so choose.

Assessment in French and Japanese will be made on writing basic texts, listening, reading and speaking as well as script writing in Japanese.

# Mathematics



**Head of Learning Area:** Antonette Fazzari

**Contact Details:** 9246 8272

[afazzari@sacredheart.wa.edu.au](mailto:afazzari@sacredheart.wa.edu.au)

The Year Eight programme is written in terms of the Australian Curriculum. It aims to strengthen the students in Number and Measurement, and to introduce Algebra concepts as well as developing their Spatial Awareness and Data Analysis skills.

The Australian Mathematics Curriculum is organised around three content strands and four proficiency strands.

The content strands are:

- Number and algebra
- Measurement and geometry
- Statistics and probability

The proficiency strands describe the actions in which students can engage when learning and using the content. The proficiencies are incorporated into the content descriptions of the three strands.

The proficiencies are:

- Understanding
- Fluency
- Problem solving
- Reasoning

The main resources used in the courses are the “Essential Mathematics for the Australian Curriculum Year 8” text and the “Hotmaths” website both of which are developed by Cambridge University Press.

## Mathematics Courses

- Mathematics - Advanced
- Mathematics - General
- Mathematics - Focus

Year 8 students are banded into Advanced, General and Focus Mathematics. Those students, who need to develop basic mathematics skills and require a small group environment in which to learn, are placed in the Mathematics Focus group.

At the end of Year 8 the students are streamed into four groups according to their ability for the commencement of Year 9. These groups are:

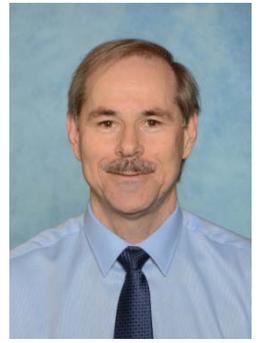
- Mathematics - Academic Extension
- Mathematics - Advanced
- Mathematics - Intermediate
- Mathematics - Focus

The Mathematics courses are organised to give every student the opportunity to work at their highest mathematical capability, whilst also giving them the opportunity to soundly understand one level of mathematics before proceeding to the next level.

## **Assessment**

The assessments consist of Investigations and Topic Tests. An Investigation requires students to plan, research, conduct and communicate the findings of a given problem or mathematical concept. Students may also be given informal assessments such as quizzes to gauge their understanding, however, these will not contribute to the student's final mark.

# Science



**Head of Learning Area:** Ray Priskich

**Contact Details:** 9246 8245

[rpriskich@sacredheart.wa.edu.au](mailto:rpriskich@sacredheart.wa.edu.au)

In the Science learning area students are provided with opportunities to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our daily lives.

Learning science enables students to experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

Year 8 Science studies at Sacred Heart College follow the Australian Curriculum.

The Australian Curriculum: Science has three interrelated strands:

1. **Science Understanding;**
2. **Science as a Human Endeavour ;** and
3. **Science Inquiry Skills.**

1. The **Science Understanding** strand comprises four sub-strands:

The **Biological Sciences** sub-strand is concerned with understanding living things. Students are introduced to cells as microscopic structures that explain the general properties of living systems, and explore the organisation of body systems.

The **Chemical Sciences** sub-strand is concerned with the composition and behaviour of substances. Students explore changes in matter at a particle level, and distinguish between chemical and physical change.

The **Earth and Space Sciences** sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. Students are introduced to minerals, and the formation and uses of rocks.

The **Physical Sciences** sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. Students will classify different forms of energy, and describe the role of energy in causing change in systems.

2. The **Science as a Human Endeavour** strand comprises two sub-strands:

The **Nature and development of Science** sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

The **Use and Influence of Science** sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

3. The **Science Inquiry Skills** strand comprises five sub-strands:

**Questions and predicting,  
Planning and conducting,  
Processing and analysing data and information, Evaluating,  
Communicating**

In the practice of science, the three strands are closely integrated.

### **Streaming**

There is no streaming in Year 8 Science; all students will study the same course.

Based on their end of year grades, up to 30 students who have demonstrated a high level of ability in Year 8 Science will be offered a place in an Academic Extension Science class in Year 9 where they will be further challenged in their understanding of scientific concepts.

### **Assessment**

Assessments typically consist of tests and scientific investigations. Assignments, though less common, may also be set. Students can expect to sit approximately three Science assessments per term. A portfolio of assessments is expected to be maintained throughout the year.

# Humanities



**Head of Learning Area:** Grant Mioceovich

**Contact Details:** 9246 8240

[gmioceovich@sacredheart.wa.edu.au](mailto:gmioceovich@sacredheart.wa.edu.au)

The Humanities Learning Area develops students' understandings of how and why individuals and groups live together, interact, manage resources, and create institutions and systems. Students are encouraged to apply their understandings and skills in their own lives and actively explore, make sense of and contribute to improving the world around them.

The Year 8 course is written in terms of the Australian Curriculum and the Curriculum and Assessment Outline and aims to provide students with an appreciation of the four discrete disciplines in Humanities, Economics, Geography, History and Politics and Law.

## **Australian History Curriculum**

The Australian History Curriculum is organised into two interrelated strands: *Historical Knowledge and Understanding* and *Historical Skills*

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 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 content provides opportunities to develop historical understanding through key concepts, including *evidence, continuity and change, cause and effect, perspectives, empathy, significance* and *contestability*. These concepts will be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries and the development of a range of historical skills.

## **Australian Geography Curriculum**

The Australian Geography Curriculum is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*.

The Year 8 curriculum will focus on *Landforms and landscapes* and *Changing nations*. *Landforms and landscapes* focuses on investigating geomorphology through a study of landscapes and their landforms. *Changing nations* investigates the changing human geography of countries, as revealed by shifts in population distribution.

## **The Curriculum and Assessment Outline**

The Curriculum and Assessment Outline is applicable to those learning areas not yet implemented as part of the Australian Curriculum, namely Economics and Business and Civics and Citizenship (Politics and Law). The Society and Environment learning area outcomes of *Resources* and *Natural and Social Systems* will be applicable.

## **Year 8 Units**

1. *Investigating the Ancient to Modern World*
2. *Economics – What it means to me!*
3. *Surf and Perth*
4. *Power to the People*

## **Assessment**

Throughout the year, students will complete a variety of assessment tasks encompassing the Australian Curriculum and the Curriculum and Assessment Outline.

# Technology & Enterprise



**Head of Learning Area:** Barry Harrington

**Contact Details:** 9246 8227

[bharrington@sacredheart.wa.edu.au](mailto:bharrington@sacredheart.wa.edu.au)

In Year 8 Students select four of the following term-long subjects: Applied Information Technology, Fantastic Food, Graphics Technology, Materials Technology and Engineering Technology. Materials Technology and Engineering classes are gender streamed, allowing them to fully explore and express their creativity to their maximum potential.

## **Applied Information Technology**

Information and communication technologies (ICT) are rapidly changing the way we live and work in Australia. They affect the nature of communication, entertainment and lifestyle decisions.

Applied Information Technology introduces the use of application software such as Adobe Photoshop and Illustrator. Students use these skills to fill varied ICT requirements through practical tasks designed to encourage intuitive, design and fun. Tasks can include drama production posters, Mac book skin designs, Cartoon Character designs and Movie posters.

## **Fantastic Food**

Fantastic Foods is an introductory unit, which will provide students with the skills to make better food choices and to explore simple food preparation techniques.

This is a skills based unit, where students will be required to use a variety of equipment and materials to produce food products that satisfy their food needs. The ideas involved in planning their own muffin will also be investigated through practical activities.

## **Design**

This course provides students with the very important ability to clearly and effectively communicate their concepts and ideas. This course assists students to expand these graphics skills using traditional Technical Drawing and computer-based techniques. Students learn how to utilise sketching and drawing techniques to communicate as well as the use of industry standard software-based tools for CAD drawings, as well as innovative CAM technologies such as laser cutting and 3D printing designs.

Students will undertake a wide range of activities, learning both skills and problem solving techniques. The tasks cover a wide range of interesting areas including rendering, product design, architectural challenges, CAD drawing, CAM prototyping and technical drawing.

## **Materials Technology**

Students develop their workshop skills and safe working practices when using materials such as wood, metals and plastics. Students are also introduced to the Technology Process to design and produce birdhouses and piggy banks to suit their own desires.

## **Engineering Technology**

Students are introduced to engineering principles and the use of technology and working in teams to solve problems. This is done through a series of Technology Challenges in areas such as structures, mechanisms, electronics, robotics and rocketry. The course utilises Lego Educational resources including NXT Robotics and Robolab programming.

# The Arts



**Head of Learning Area:** Caitlin Wills

**Contact Details:** 9246 8235

[cwills@sacredheart.wa.edu.au](mailto:cwills@sacredheart.wa.edu.au)

Students in Year 8 study a term of four of the five Arts subjects; Art, Dance, Drama, Media and Music.

## **Art and Design**

The Year 8 course builds on the foundational Year 7 lessons on the use of line, shape and colour to create decorative patterns. The students are exposed to the work of a wider range of artists to gain ideas for their project and to develop their understanding of the various roles art plays in our society. This course introduces the students to the exciting world of visual arts. Individuals will develop knowledge and understanding of the basic elements and principles of design using a variety of visual art disciplines. The students have the opportunity to create a ceramic 3D creature, a variety of drawings and a print. The projects are inspired by fish from the WA coastline or Australian reptiles.

## **Dance**

The Dance course introduces students to the elements of dance through Creative workshop activities where the students are given the opportunity to choreograph their own work. Students are also involved in creating a class Dance for possible performance at assemblies or other informal settings.

## **Drama**

The Drama course introduces the students to spontaneous and prepared improvisation (Theatre Sports), theatre etiquette and melodramatic performance, through devising superhero plays and soap operas. The basic skills for successful performance are introduced for students new to Drama and consolidated for those who have experienced Drama before. This course provides the necessary springboard for the undertaking of Drama in Year 9 and beyond.

## **Media**

Year 8 Media builds upon the skills introduced in Year 7. Students are presented with more advanced filming techniques, with the core focus being cinematography and editing. Students practice emulating 'good' cinematography through the creation of a conversation scene. Similarly, students will experiment with both expansion and compression of time through editing, producing a short narrative. In addition students also learn the mechanics of representation in the media through a breakdown of symbolic meaning within media texts and will have the opportunity to recut a film trailer to suit a different genre.

## **Music (year long as part of the College music programme)**

The Year 8 year long Music course at Sacred Heart College is designed to give students a broad coverage of music. The course provides lessons in a wide variety of instruments for students. All students learning an instrument need weekly instrumental lessons during term time. Most students use the College Music Tutors although some students will elect to stay with their existing music teacher. The College Music Tutors operate between 8.00am and 3.30pm on a rotational timetable so that students do not miss the same subject time each week. Vocal studies are also an integral part of the tuition programme. Performance in class is encouraged throughout the year.

Students also partake in classroom Music which covers popular music, jazz, orchestral instruments, film music and music for television. The course also includes music technology, musicianship and music theory as well as aural skills and composition.

Year 8 Music students will become a member of one or more of the College ensembles. Students can elect to join Junior Concert Band, College Choir or another of the College ensembles. Being part of an ensemble is imperative to success in Music.

Most of all, the course is designed to be an enjoyable, but structured, experience, so that students can continue on to Year 12 Music and beyond if they wish to pursue a music career.

**Note:** There are additional costs involved in the Music programme at the College.

### **Music Technology (Term long)**

The Year 8 term long unit is designed to give students a taste and an experience of music. It involves Music technology projects where the students will produce a music and video DVD. Using Logic Pro X, iMovie and Garage Band they will learn how to mix audio loops into a musical track and add video clips to reflect their music score. Students will also have the opportunity to learn guitar and keyboard music from the 60s to more contemporary genres. Students will learn how songs are composed by examining and researching form, melody, rhythm and harmony (chords). The RNDM Performing Arts building has a technology music room with 22 music keyboards and 22 computers. The course is designed to give the students an enjoyable experience in music.