

Sacred Heart College



Curriculum Handbook

Year 8

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.



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Principal

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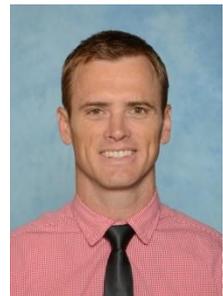


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The Arts	Art & Design
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	Media
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General Information

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

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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 Reading** 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.

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



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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 Pastoral Care 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.

Community Access

Students take part in a wide variety of activities within the community in order to practice the skills they have learnt at school and to transfer their learning to new environments. These visits to the community also provide students with the opportunity to demonstrate their personal safety awareness and to build their confidence in new situations. Throughout the year incursions are also arranged to allow the students to build their knowledge in a variety of areas including: public transport and travel safety, emergency services and basic first aid training.

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



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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



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In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Sacred Heart College students in Year 7-10 engage in a wide range of movement and sports and throughout the curriculum. They also take part in beach fitness lessons and individual fitness testing.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

In Year 8, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

Students will be assessed according to the national Achievement Standards in the following strands:

Health

Personal, social and community

- Being healthy safe and active
- Communicating and interacting for health and well being contributing to healthy and active communities.

Physical Education

Movement and physical activity

- Moving our body
- Understanding movement
- Learning through movement

The sports covered in Year 8 are:

Mod-crosse

Badminton

Soccer

Basketball

Handball

Touch football

Folk Dancing

Self Defense

Cricket

Languages



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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 choose to study either French or Japanese for the year. At the end of Year 8, they will then decide whether they wish to continue their study of the chosen language. As French and Japanese are WACE ATAR subjects, students can pursue them through to Year 12. During that time they will have the opportunity to take part in the bi-annual Immersion Tour to France or the exchange programme to Japan.

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

Mathematics

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The Year Eight programme is based on the content in 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 - Mainstream
- Mathematics - Focus
- Mathematics - Functional (on a needs basis)

Year 8 students are banded into Advanced, MainstreamFocus and Functional 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 or Functional group.

Assessment

The assessments for Year 8 Mathematics consist of Topic Tests and Investigations. 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.

Progress of Subjects

The Mathematics subjects 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.

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

- Mathematics - Extension
- Mathematics - Advanced
- Mathematics - Mainstream
- Mathematics - Focus
- Mathematics - Functional (on a needs basis)

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



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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



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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 Western Australian Curriculum and Assessment Outline and aims to provide students with an appreciation of the four discrete disciplines in Humanities, Economics, Geography, History and Civics and Citizenship (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.

Australian Civics and Citizenship Curriculum

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They integrate the types of law in Australia and how they are made and also consider the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. The Curriculum is focused ultimately on *Democracy and law in action*.

The Year 8 Curriculum provides the opportunity for students to develop the necessary Humanities and Social Sciences skills through questioning and research, analysing, evaluating and communicating and reflecting which are all important in students becoming 21st Century learners.

Australian Economics and Business Curriculum

The Year 8 Australian Economics and Business Curriculum introduces students to the concept of markets. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are also explored as students consider the influences on the way people work now and consider how people will work in the future. The Curriculum is organised around the idea of *Participation and influences in the marketplace*.

The Curriculum and Assessment Outline

The Curriculum and Assessment Outline is based upon the Achievement Standards as outlined in the Australian Curriculum.

Year 8 Units

1. *Investigating the Ancient to Modern World*
2. *Participation and influences in the marketplace*
3. *Landforms and Landscapes*
4. *Democracy and Law in Action*

Assessment

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

Technology & Enterprise



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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 money boxes 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



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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 mp4. 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.