

YEAR 8 CURRICULUM

Although the structure of the core curriculum is similar, new challenges await Year 8 students. Building upon the foundations laid in Year 7, delivery of the curriculum acknowledges that there are many different ways in which students learn effectively. Emphasis is placed upon challenging and teaching students to become critical thinkers.

In Year 8, our teachers ensure that the curriculum and the manner of its delivery, acknowledge, encourage and value all expectations, strengths and preferences. Regular meetings of the Year 8 Wellbeing Leader with the teachers of English, Mathematics, Humanities and Science enable the team to respond quickly and appropriately to the needs of individuals and the group.

The Year 8 Program is designed to develop initiative, self-confidence and positive relationships. Early in the year, all students take part in an environmental expedition to Cairns. There, they investigate and gather information in a variety of formats which becomes the basis of activities in Humanities, Science and English classes.

During the year, each student will become a member of the Boarding House. This experience increases students' self-reliance and resilience as they meet the challenges of a new situation, interacting with students outside their usual friendship group.

Year 8 students will be given the opportunity to experience the Outdoors to learn the basic skills required for safe and enjoyable participation in outdoor activities.

Year 8 Curriculum

ENGLISH

ENGLISH LANGUAGE STUDIES*

ENGLISH AS AN ADDITIONAL LANGUAGE*

* By recommendation of the Department of Differentiated Education

GEOGRAPHY

HISTORY

MATHEMATICS

SCIENCE

LANGUAGES

Two languages continued from Year 7

CHINESE

FRENCH

GERMAN

DRAMA

One Semester

MUSIC

One Semester

VISUAL ARTS

FOOD STUDIES

One Semester

PERSONAL DEVELOPMENT

One Semester

PHYSICAL EDUCATION

RELIGIOUS EDUCATION

THE CHALLENGE PROGRAM

Core curriculum

ENGLISH

The English curriculum at Year 8 is responsive to the objectives of the Australian National Curriculum for this level and is built around the three interrelated strands of Language, Literacy and Literature. Together the strands focus upon developing students' knowledge, understanding and skills in speaking, listening, reading, viewing, writing and creating.

Guided reading involves active engagement with a range of spoken, written and multimodal texts requiring students to interpret key information, concepts and issues and evaluate the choices made by the author. Students are required to synthesise key ideas and views and explore the supporting evidence. They compare and describe text structures and language features, explaining how these are influenced by context, purpose and audience.

Students create a variety of texts to explore significant ideas, report events, express opinions and respond to others' views. They select elements from different literary genres to create informative, imaginative and persuasive texts. Students are taught to use language appropriate to particular purposes or contexts and to reflect upon the choices they make in writing various texts. Writing is taught as a process that requires careful editing and revision until language is fluent and correct and the author's intention is clear.

Students interact with other students in a variety of contexts and are required to deliver formal presentations to report researched information, share opinions and evaluate different perspectives.

ASSESSMENT is based upon students' performance in designated common tasks and a variety of other tasks.

ENGLISH LANGUAGE STUDIES

By recommendation of the Department of Differentiated Education.

For some students who have specific learning needs the subject English Language Studies provides extra support. Students identified as being in need of support will be assessed and the appropriate recommendations made. The students deemed eligible to participate in this program choose only one LOTE subject and English Language Studies (ELS) which then takes the place of a second LOTE. The ELS program caters as much as possible for the individual learning styles of the participants by teaching the students a range of appropriate learning strategies and enhancing their skills and self esteem so that they are more able to participate in mainstream class discussions and activities.

ENGLISH AS AN ADDITIONAL LANGUAGE

By recommendation of the Department of Differentiated Education.

Students whose first language is not English can elect to participate in EAL classes in lieu of a second LOTE class. Students are deemed eligible for EAL classes through assessment by the Department of Differentiated Education on recommendation from teachers or request from parents or guardians.

English as an Additional Language classes provide the opportunity for students to improve their general language proficiency of our shared cultural contact and thus develop the skills and confidence to participate in mainstream classes. The small classes provide students with a supportive environment where they can feel secure in asking questions and actively using language.

Students are involved in language activities that expand vocabulary, enhance listening and reading comprehension, improve grammatical accuracy, and develop better understanding of tasks and academic expectations of our school. Time is also allocated to support the content and texts studied in mainstream subject areas as well as developing cultural literacy about living in Australia.

MATHEMATICS

Year 8 Mathematics follows The Australian Curriculum: Mathematics. This provides students with the essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal and social life providing the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is to be taught and learnt. These strands are: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiency strands describe how the content is explored and developed, that is, the thinking and doing of mathematics. These strands are: Understanding, Fluency, Problem Solving and Reasoning.

Classes are structured to enable every student to work at a level and a pace which is suited to her ability. Extension is provided and support is given to those students requiring additional assistance.

Critical thinking is developed by teaching students a range of strategies and mathematical skills which enables them to solve unfamiliar problems. Students may be encouraged to participate in a variety of mathematical activities, to support this and other facets of Mathematics.

AREAS OF SPECIFIC STUDY WITHIN THE AUSTRALIAN CURRICULUM

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

Laptops and calculators are used as tools in order to broaden the experience of the students and to enhance their skills in mathematical modelling.

ASSESSMENT

Student performance is assessed against the Achievement Standards of the Australian Curriculum.

This is completed for each topic area within the content strands and also globally at the end of each semester.

The assessment will be made by analysing general class work and the level of achievement on a task (or tasks) which will be designed to allow students to demonstrate one or more of the proficiency strands. The task (or tasks) may be in the form of a topic test, application task, assignment, rich task, learning journal, personal learning pathway or collaborative work.

SCIENCE

In Year 8, students gain a greater understanding of the nature of Science. Their skills in taking measurements are developed and they are given more opportunities to design their own experiments. They are introduced to cells as microscopic structures and the organisation of body systems in terms of flows of matter between interdependent organs. They explore changes in matter at a particle level and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems. Whilst developing their Science Inquiry Skills, students identify questions and problems to be investigated scientifically and make predictions based on scientific knowledge. They work collaboratively to plan and conduct investigations. They construct and use a range of representations for data, analyse patterns or relationships, draw conclusions and identify improvements for their scientific investigations.

The following topics are studied:

- Working with scientific data
- Cells
- Living systems
- Using energy
- Physical and chemical change
- Elements, compounds and mixtures
- Electrical circuits

Students undertake independent research and are encouraged to analyse resources and their own observations critically.

Students are given the opportunity to enter the Science Talent Search after completing a project relating to the relevant theme for the year. All students are invited to participate in the University of New South Wales Science Competition and the Australian National Chemistry Quiz.

ASSESSMENT may include written and practical tests, practical investigations, written tasks, online research assignments, and experimental evaluations.

HUMANITIES (HISTORY/GEOGRAPHY)

In the subject Humanities, students study one semester of History and one semester of Geography. The History and Geography courses are framed by the National Curriculum.

In History students build on the knowledge and skill base introduced in the Year 7 course: in this sense the sequential nature of skill acquisition is encouraged. The Year 8 curriculum involves historical study from the end of the ancient period to the beginning of the modern period (c.650 CE – c.1750). This was when major civilisations around the world came into contact with each other and when the modern world began to take shape. There are a number of Depth Studies and an Overview. The Overview focuses on the spread of the Roman Empire and Islam, the Middle Ages and the Renaissance. The Depth Studies investigate Medieval Europe and Japan, and investigate how expanding contacts challenged these societies. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The Geography course is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. The strands are related with knowledge of processes being acquired through collection and analysis of data. There are two units of study: Landforms and landscapes and Changing Nations. The first unit focuses on the processes that shape individual landforms. The local environment provides the opportunity for fieldwork and the collection and analysis of data relating to coastal processes. The second unit is concerned with the study of where people live and the challenge of planning Australia's urban settlements.

ASSESSMENT is based upon written exercises, activities based on digital technologies, individual and group activities, fieldwork reports, tests and class participation.

LANGUAGES

In Year 8, all students will continue their study of two languages

FRENCH

The course at Year 8 continues to develop students' skills of listening, speaking, reading and writing in French. It also aims to contribute to the students' understanding of the nature and functions of language as a tool for communication and to enhance their awareness and appreciation of French culture and civilisation other than their own.

Topics include: weather and seasons, sport and other leisure activities, places in a town and directions, telling the time, daily routine school subjects, food and drink and household chores.

Activities include songs, vocabulary, games, role play and students participate in the annual Alliance Française poetry recitation competition. Students will continue to discover aspects of French culture and lifestyle through their language study and through cultural activities such as the annual outing to a French cafe and bakery where they will be given the opportunity to order their own food and drink in French to a native speaker.

ASSESSMENT is based on a variety of oral, aural, reading and writing tasks.

GERMAN

In Year 8 German students will continue to develop basic communicative skills but also develop a greater awareness of grammatical rules within a thematic context. Students become more aware of the parts of speech and differences in word order by making comparisons with English. German culture with its traditional festivals including Christmas and birthday customs will be explored.

Pronunciation, intonation, listening and spelling are practised in a variety of ways using appropriate applications. Websites are explored to allow students an insight into German companies, products, music and contemporary life. Word order structures, question forms and verb patterns are introduced and vocabulary is extended. Topics dealt with include: meeting friends, shopping, holidays, dates, birthdays, school, pets, weather, food and expressing preferences. Whenever possible, the German assistant

will support the girls.

All girls learn a poem and have the opportunity to try out for the AGTV German Poetry Competition. A cultural incursion giving student the opportunity to view a German film and eat German food supports the course.

ASSESSMENT is based on a variety of oral, aural, reading and written tasks.

CHINESE

All learners will benefit from having access to Chinese language and as a consequence, access to Chinese cultures and perspectives. Students will develop skills of listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The intercultural knowledge and language awareness dimension develops students' knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. The understandings are universal and are gained by comparing languages, including English.

Students will continue to develop their listening, speaking, reading and writing skills which began from their study at Year 7.

The Chinese culture introduction will be integrated into language teaching.

Everyday topics including school, date and time, weather and occupation etc. will be introduced through a variety of media, including animated lesson stories, computer games, flash cards, Chinese characters and written exercises. Students will have the opportunity to use the internet and Firefly for some assignments and other activities. Laptops will be used as a learning tool during the lesson and beyond.

ASSESSMENT is based on a variety of oral, aural, reading and written tasks.

Year 8 Languages Events

Students will be able to participate in the Languages Week in Term 3, as well as other interesting cultural activities throughout the year.

DRAMA

Drama in Year 8 runs for 2 semesters. It offers an extension of the skills developed in Year 7, particularly the development of their understanding of artistic and creative processes.

Through this type of exploratory and collaborative work, students develop a sense of inquiry and empathy by exploring a diversity of dramatic experiences.

Drama is the enactment of real and imagined events through the exploration of roles and situations. It enables students, both as individuals and as part of a group to share, develop and present ideas and feelings along with their evolving awareness of the potential they have to impact on their peers and their audience.

AREAS OF STUDY

Telling Stories through:

- Fairy-tales – old and new
- Choreography and Dance
- Group-Devised plays & performances
- Theatresports & Improvisation
- Stagecraft – Costume & Makeup Design
- Observation, Evaluation & Analysis

ASSESSMENT

With emphasis on the practical, the following areas will be assessed throughout the year:

- Collaborative skill development
- Dramatic skill development
- Analytical skill development – both verbal & written
- Creativity – through design & performance

MUSIC

The Music curriculum focuses on musicianship, composition, and performance, and aims to broaden and enrich students' music experience, to assist students to develop personal awareness of the expressive qualities of music, and to encourage a life-long engagement with music. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way.

Students build on the skills developed in Year 7, composing, notating and performing their own music as well as simple music from scores. Students develop competency in reading and writing music, developing an understanding of basic musical structures and textures. In addition they develop skills in technology, using Sibelius and GarageBand to realise their creative ideas.

Semester one has a focus on popular music, songwriting and composition. Semester two focuses on the music of Asia and the Pacific, providing the students with an opportunity to explore culturally diverse music.

Areas of Study:

- Music Language including theory and aural skills
- Composing and performing
- Listening and Analysis
- Music Technology

ASSESSMENT is based on a variety of tasks such as creative work and composing and performing.

VISUAL ARTS

This course aims to :

- enable students to develop confidence to express themselves visually
- explore a range of media
- increase students' awareness of art and its place within our environment
- develop students' awareness of other cultures and the role art plays within those cultures

The course consists of two parts, Painting, Printmaking and Drawing for one semester and Ceramics for the second semester.

PAINTING, DRAWING & PRINTMAKING

Students will explore a range of painting, printmaking and drawing media. They will use a range of media to develop solutions for a design.

CERAMICS

Students will learn to construct 3 dimensional forms in exploring functional forms and sculpture in clay. The course aims to:-

- introduce students to a range of ceramic construction techniques
- introduce students to the appreciation of ceramics as an art form

In both units, students will look at the work of other artists and use their work books to record commentary, their ideas, progress, technical details and a glossary of terms.

ASSESSMENT is based on both practical and theoretical components.

OUTDOOR EDUCATION

We are in the process of designing a new and exciting Outdoor Education program for the girls. Further information will announced shortly. The intention is to introduce them to a new environment, build their skills and confidence as they work towards more remote and challenging outdoor journeys.

The Outdoor Education Program is an integral and compulsory component of Year 8 and each program must be completed in its entirety. This program will satisfy the Exploration component of the Compass Award.

2019 Dates:

2-6 September

PERSONAL DEVELOPMENT

The theme for Personal Development for Year 8 is Boundaries of Self.

As students become more independent, they need skills and information to enable them to make safe and healthy decisions as they push the boundaries of their world.

Puberty, Sexual Health and Healthy Relationships

In this unit students will explore ways to develop positive and supportive relationships. They will study friendships, communication skills and anti-bullying strategies with an emphasis on cyber bullying.

Respectful relationships will also be covered within the Personal Development classes.

They will also study and discuss issues related to puberty, sexual health and drugs and alcohol.

ASSESSMENT is based on participation, practical activities and the use of their journals.

PHYSICAL EDUCATION

The Year 8 Physical Education program further promotes development and refinement of motor skills. This is achieved through involvement in a range of physical activities including both individual and team sports, recreational pursuits and movement cultures.

The program provides opportunity for students to develop knowledge and understanding of the body and its response to exercise as well as contributing to the development of social skills, independence and self worth and tolerance.

Students in Year 8 acquire an awareness of the physical skills and competence that contribute to healthy growth and physical development.

ASSESSMENT is based on class participation and ability to apply skills to practical situations.

FOOD STUDIES

In this unit students will study basic nutrition. They will design and cook healthy meals and reflect on their eating patterns and how food makes them feel. They will consider the issues of hygiene, safety and food preparation techniques in the kitchen.

ASSESSMENT is based on class work, practical activities and small assessment tasks.

RELIGIOUS EDUCATION

At the beginning of the course students are invited to ponder the real possibility of a loving Creator God. They are encouraged to appreciate the beauty in nature by producing a movie of their own local environment and reflecting on the characteristics of the creator.

Looking at Religion as one of the most powerful forces in human history, they explore the reasons for faith and the search for meaning. The concepts of monotheism, polytheism and atheism are discussed as well as our own free will, that offers choice in regard to belief in God.

A more detailed study of Comparative religion is undertaken to develop an understanding of the role of belief systems in forming different world views. Students are encouraged to have an appreciation of and respect for the differences in relating cross culturally.

The Year 8 course builds on the previous year's study of the Bible with a particular emphasis on the Old Testament or Hebrew Scriptures. Students are given an overview and then have opportunity to research the life and character of one of the influential women of the Old Testament and her importance in the biblical narrative.

Further study of Christian beliefs is also undertaken throughout the course. This includes an examination of the evidence for and significance of Jesus death and resurrection and a study of the Apostles Creed.

ASSESSMENT will include individual and group assignments, written responses, class participation and presentation of research topics using multimedia.