Year 8  The Leap into Your Future

Year 8 is a huge step forward which presents a very demanding challenge, yet one which presents new and exciting opportunities. At Marian College we get to know and respect you for your abilities, gifts and ideas which enrich and develop students in their first two years of secondary education.
Contents

Welcome to Year 8 2017 ............................................................................................................................... 3

Brigidine Core Values ................................................................................................................................. 3

Prayer to St Brigid ..................................................................................................................................... 3

The Culture of Learning at Marian College ............................................................................................... 4

The Year 8 Course of Study .......................................................................................................................... 5

Core Subjects ............................................................................................................................................... 5

Year Level Promotion Policy ...................................................................................................................... 5

Religious Education .................................................................................................................................. 6

English ......................................................................................................................................................... 6

Mathematics .................................................................................................................................................. 7

Science ......................................................................................................................................................... 7

Humanities .................................................................................................................................................... 8

Computers .................................................................................................................................................. 8

Art ................................................................................................................................................................. 8

Performing Arts - Music and Drama .......................................................................................................... 9

Physical Education and Health ................................................................................................................... 9

LOTE: Mandarin ......................................................................................................................................... 9

Home Economics ......................................................................................................................................... 10

Literacy ......................................................................................................................................................... 10

Materials (Textiles) ................................................................................................................................... 10

Technology-Systems & Materials (Wood/Plastic) ....................................................................................... 10
Welcome to Year 8  2017
This booklet has been prepared to explain the subjects you will undertake in Year 8. It is school policy that up to Year 10, students study a core curriculum, which enables them to develop a comprehensive range of knowledge and skills in the major learning areas.

This policy aims to ensure that you do not reduce your subject choices at VCE through having been too narrow in your studies in the middle years of secondary schooling and that you keep your career options open.

With the emotional, social and intellectual changes that take place over these years, it is very likely that you will have changed your ideas about what career you might be interested in pursuing several times already, so it is important to consider the options which will best allow you to achieve your potential.

Some students will be involved in Literacy instead of Mandarin. This decision will be based upon teacher and family discussions.

Mrs. Carmel Barker
Principal of Marian College

Brigidine Core Values
In Brigidine Education, we will:

Be faithful
  to our Catholic heritage

Welcome
  All people, especially the most vulnerable

Celebrate
  all that is good with joy and gratitude

Engender
  a love of learning, hope and a sense of purpose

Image and practise
  justice and service

Prayer to St Brigid
St. Brigid
Mary of Ireland
Ask for us all today
The courage to do God’s bidding
Whatever the world may say
The grace to be strong and valiant
The grace to be firm and true
The grace to be faithful always
To God, His Mother and You.
THE CULTURE OF LEARNING AT MARIAN COLLEGE

Our Commitment to Learning
We encourage excellence and perseverance in learning
We strive for continuous improvement.

Student Learning- Action Statement

I WILL:

- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of my ability
- Accept feedback as a chance to grow
The Year 8 Course of Study

All Year 8 students must study the following subjects in 2017.

Core Subjects
Religious Education
English
Mathematics
Science
Humanities
Computers
Art
Performing Arts: Music and Drama
Physical Education & Health
LOTE Mandarin
Textiles
Technology
Home Economics
Literacy Program

Year Level Promotion Policy
For a student to be granted approval to study one or more subjects at the next year level, a grade average of "C" must be achieved in their core subjects, in the previous year and/or a "C" in the particular elective being sought if it is outside the core. If these requirements are not met there will need to be a promotions meeting involving the student, the parent, and the Academic Review Panel.
**Religious Education**

**Course Description**

Enrolment at Marian College is an invitation to “come and see” in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith and our Brigidine values.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community, which aims to develop religiously literate young people who:

- understand and appreciate religious values
- are positive about life
- have a sense of their own worth and of their contribution to the world
- are able to apply the Gospel values they have acquired, in the context in which they live and work

At a curriculum level, our Religious Education Program from Year 7 – 10, follows the Awakenings Curriculum, mandated for use in Catholic schools in the Ballarat Diocese. Our strands of study cover Christian Prayer, Sacraments, Religion and Society, God, Christian Life, Jesus Christ, Scripture and Church.

At Year 8 students study the following units of work:

1. The Covenant Unfolds
2. Jesus, The Human Face Of God
3. Why Are There Differences In The World?
4. A Just World?
5. The Awakenings units are also complemented by Marian College areas of study in Lent, Easter and the Stations of the Cross and Christmas around the world.

**Assessment**

- written responses
- posters and power-point presentations
- scripture investigations
- visual representations – drawing, collage, comic strip

---

**English**

**Course Description**

The three key areas for learning and assessment in English from years 7 to 10 are ‘Writing’, ‘Reading and Viewing’ and ‘Speaking and Listening’.

In Years 7, 8 and 9 we cover both visual literacy, through film analysis and analysis of images, such as posters, illustrations and photographs, and the more traditional literacy of the printed word, which is taught through the reading of novels, short stories, newspaper articles, poems and multi-media texts (blogs, websites, etc.). Increasing students’ ability to interpret and infer meaning is a key focus, as well increasing their passive vocabulary, i.e. understanding the words they read.

Writing skills are practiced by responding to the texts studies in a range of forms, for example, students may write a formal essay, a creative piece, a persuasive piece or a personal/reflective piece all dealing with the concerns in the text, or inspired by the text. By connecting their writing to the texts studied, students are introduced to new vocabulary, hence broadening their active vocabulary. Through a broad range of texts, on a broad range of socially relevant topics, we also aim to introduce students to new ideas and expand their understanding of the world around them.

Listening skills are practiced every day in the English classroom. We encourage students to listen respectfully to each others’ ideas and learn from each other. Classroom and small group discussion is also a staple of the English class. Speaking skills are assessed formally with at least one oral presentation per semester.

Texts currently used in the Year 8 English curriculum:

**Novels:**
- Alone on a Wide, Wide Sea
- Tomorrow When the War Began
- The Outsiders
- Holes
- Bridge to Wiseman’s Cove

**Film:**
- Avatar
- An Inconvenient Truth
- Fern Gully

**Anthologies:**
- Things a Map Won’t Show You
Mathematics

Course Description
Year 8s have 423 minutes per fortnight for mathematics (equivalent to 9 x 47 minute lessons). This is 9 x 47 minute lessons or the equivalent. They will be engaged in activities from the areas of Number, Algebra, Measurement, Geometry, Statistics and Probability.

Year 8 students will have regular homework in various forms and it is an expectation that all homework is attempted and handed in on the due date.

A number of problem solving or modelling activities will be undertaken. The activities will require students to use mathematics creatively in order to solve unfamiliar problems as well as applying mathematical methods to real life problems.

Course Content
- Directed Number
- Indices
- Fractions
- Percentage
- Measurement
- Algebra
- Equations
- Geometry
- Probability

Assessments
The assessment for each unit of work will be by means of class tests and may also include activities, problems or projects.

Science

Course Description
Science and its applications are part of everyday life. Science education develops student’s ability to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community, and it helps them to make informed decisions about scientific issues, careers and further study.

Course Content
- Cells
- How life begins
- Living systems
- Energy
- Chemical Reactions
- Acids and Bases
- Rocks
- Heat
- Particles, states of matter

Assessment
- Knowledge
- Practical Knowledge
- Research Skills
Humanities

Humanities in Year 8 is a year-long subject.

The general capabilities expected of our students are:

- Critical and creative thinking
- Personal and social capability
- Intercultural understanding
- Ethical understanding

The areas of study that will be presented each term are as follows:

**Term 1: Business/Economics**
Topics Include: Financial Literacy, Factors affecting the Australian Economy, Resource Ownership.

**Term 2: History**
Topics Include: The Vikings Society, Geography, Religion, Art and Conflicts. Japan under the Shoguns

**Term 3: History**
Topics Include: Japan under the Shoguns. The Black Death

**Term 4: Geography**
Topics Include: Bushfires, Earthquakes, Avalanches and Sinkholes.

Assessment
The following assessment pieces will be included:

- Research
- Document analysis
- Essay
- Test
- Mapping exercises.

Computers

**Course Description**
The focus for the unit is to enable students to become familiar with various software tools and to be able to apply these to other subjects. To enable students to appreciate changes in information technology.

**Course Content**

- Desktop Publishing
- Digital portfolios using Paint Shop Pro and Photoshop Elements
- Programming using Scratch
- Spreadsheets and Databases
- Multimedia presentations using Comic Life, Podcasting, Powerpoint.
- Keyboarding

**Assessment**

- Applied processing folios
- Coursework, accuracy, display, presentation
- Assignments

Art

**Course Description:**
Year 8 Art is an extension of Year 7 Art and students are expected to maintain their visual diary of ideas, experimentation and practice work. They are expected to work from their visual diaries to create many of their finished works. Students are required to make notes in their diaries commenting on how things may or may not have worked and collecting reference material from magazines and newspapers etc. Part of the diary of work will include notes on any exhibitions or shows that they have been able to see. In Year 8 students build on the skills acquired in year 7 and undertake projects in Portraiture, Perspective drawing and Lino printing. Ceramics skills in hand building techniques and throwing are also introduced in year 8. In Year 8 Art is a compulsory subject.

**Assessment Tasks**

- Visual Diary
- Creative Pieces
Performing Arts - Music and Drama

Course Description:
The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role socially, economically, and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

At Year 8 students study a semester each of Drama and Music. Aims for essential learning in school performing arts for students are:

Music
The further exploration of elements of music - melody, dynamics, tempo, rhythm, pitch, duration, tone colour, texture/timbre, instrumentation, tonality, articulation. Music appreciation and music theory, Ethnomusicology, Composition and arranging, Use of computer music technology., Development of performance skills, Aural Skills,

Assessment Tasks
- Group Composition Task
- Research Task
- Instrumental component
- Theory/aural Test

Drama
Year 8 Drama is an extension of the skills and knowledge developed in Year 7 with an emphasis being given to devised work. Students explore specialty areas such as Mime, Mask and Comedy and explore the Dramatic elements of focus, timing, tension, movement, mood and sound.

Assessment
- Mime Solo
- Silent Movie
- Commedia dell’ Arte & Greek Theatre assignments
- Folio/Journal

Physical Education and Health

Course Description:
A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skills and behaviours that enable them to:
- Maintain good health and live a healthy lifestyle
- Understand the role of physical activity in ensuring good health
- Engage in physical activity

In Year 8 PE students will further develop and refine a range of movement and manipulative skills. Students perform in a variety of roles, for example player, coach, umpire or administrator.

Course Content
- Swimming
- Fitness Testing
- Hockey
- Athletics
- Badminton
- Football
- Softball
- Tennis
- Novelty Games
- Relationships
- Healthy Communities
- Body Image & Eating Disorders
- Harm Minimization (Including Smoking, Alcohol and Drug Education)

Assessment
- Participation & Motivation
- Skill Development
- Interpersonal Skills
- Written Tasks

LOTE: Mandarin
(Duration Two semesters)

Course Description
Mandarin is now compulsory in Year Eight for all students in order to build upon knowledge and skills learnt in Year Seven. Both language and cultural topics are explored and students learn how to use the language in a cultural context. Topics covered throughout the year may include the following:-
- Daily Routine
- What do you like doing?- Likes & dislikes, describing actions, sport
- What shall I wear?- Clothes, how does it look, colours, describing people
- Food

Assessment Tasks
- Written assignments
- Oral Activities / Presentations
- Projects on China
Home Economics
(Duration One semester)

Course Description
The focus for this subject is to extend the students from the basic principles of foods preparation and production taught in Year 7. The emphasis is on practical application.

Course Content
Students are mostly involved in practical classes in which they cover:
- Safety in the kitchen
- Practical sessions producing a range of savoury and sweet items. The recipes used add a progression from what was taught in Year 7
- Cooking terms and definitions
- Evaluation of practical sessions
- Home cooking as an extension of their practical work.

Assessment
- Practical skills – safety and hygiene
- Evaluation of practical sessions
- Assignment

Literacy

Course Description
Literacy is a bridging course offered to some students in lieu of LOTE studies. It offers extra language studies in support of mainstream English and is offered to students who test below benchmark standards in reading, writing and/or comprehension.

Students have the opportunity to build on their literacy skills and gain confidence in their use and understanding of the English language.

Course Content
- Workbook – organized collection of activities
- Oral activities – participation in debating, class discussion, informal and formal oral presentations – emphasis on both speaking and listening skills
- Written activities – completion of written tasks
- Text study – reading, viewing, listening and responding to selected texts in a variety of ways.

Assessments
- Speaking and Listening activities
- Written activities
- Reading activities

Achievement
Based around the provision of the special report for those students in the subject.

Materials (Textiles)
(Duration One semester)

Students continue to develop their fibre and fabric knowledge and skills, to design and produce a range of products. They develop their sewing machine skills and knowledge, and basic construction processes to create useful products. Their understanding of the design brief, the design process and the design elements continues to develop.

Course Content
- Safety in the technology classroom
- Fibre and fabric properties and characteristics
- Basic sewing machine and construction
- Surface embellishment
- The design brief and specifications
- The design process
- Assignment

Assessment
- Workbook * Apron
- Pillow Case * Assignment

Technology - Materials (Wood/Plastic)
(Duration One semester)

Course Description
This unit covers two areas of study – Materials. Students focus on the social and environmental implications of using various materials. They use prior knowledge and a range of tools and equipment including some power tools to construct their products.

Materials
In the materials production, students design, modify and construct a jewellery box to a high standard.

Systems
Students draw a simple circuit using recognised symbols. They build an electronic music devise and a suitable container to house it.

Assessment Tasks
- Students prepare a journal on the steps involved including; Evaluation Sheets Part 1 & Part 2. Drawings
- Safe use of tools and equipment.
- Products are assessed for function and aesthetics.