

# Years 7 & 8



# Overview



## Contents

Year 7 Course Structure	04
Year 7 Core Subjects	06
Year 8 Course Structure	16
Year 8 Core Subjects	18
Year 8 Elective Subjects	26
Additional Learning Needs	30
Outdoor education	32

*\* This handbook is intended as a guide only. Full curriculum information is available to students and parents on St Michael's online teaching and learning platform, SchoL.*

This handbook is designed to provide students and parents with important information related to all subjects and studies in Years 7 and 8 for 2019 at St Michael's Grammar School. A detailed account of the subjects and studies in Years 9 to 12 is provided in separate course information handbooks.

In Years 7 and 8, the curriculum reflects the belief that students in early secondary schooling benefit from participating in a broad range of core learning opportunities. At these levels, students choose between French, Italian and Japanese as their Language study but they may also take a double Language.

As students move into Year 9, the curriculum provides more opportunities for choice via options offered within core areas of study and the elective program. In doing so, we encourage students to take an increasing level of responsibility for their program and to try out those subjects that they may wish to take in Year 10 and beyond. Educational research suggests that students, particularly those in their middle years of schooling, become more engaged in their studies if they are given greater control of what and how they learn. All students complete core studies and the selection of options within the elective program does not preclude students from taking alternative electives in the following year. Each of the options is designed to be a stand-alone unit of work, and hence a Semester 1 option is not a prerequisite for a Semester 2 option. The exceptions to this are Language options which must be undertaken at Years 8 and 9 if they are to be selected at Year 10.

St Michael's is committed to preparing students to be independent learners and responsible citizens. We endeavour to provide an invigorating learning environment in which students acquire knowledge and skills which are critical in them becoming lifelong learners. Students who succeed tend to be those who have good organisational skills, lead a balanced lifestyle and who have a sense of optimism about their future. The challenge for parents and teachers is to provide them with just the right level of support and advice that communicates both our confidence and our trust in them.

**Tim Dorning**

Associate Head (Teaching and Learning)



# Year 7 Course Structure



We believe that students in Years 7 and 8 should be exposed to a broad-based curriculum that provides experiences in all of the key learning areas. This lays the foundation for students to make educated choices from a wide range of elective studies at the senior level.

In general, we strive to offer students a breadth of experiences in Year 7, experiences which develop the full range of their 'multiple intelligences'.

At Year 8, students can develop a deeper understanding of some of the core subjects encountered in Year 7 by undertaking a one term or one semester elective in that subject.

It is expected that all students continue with a Language until the end of Year 9. There may be grounds for some flexibility in a minority of cases, and this is negotiated on an individual basis.

Some students in need of additional literacy support are offered a subject called 'Language Experience' instead of a Language in the course of Year 7 and into Years 8 and 9. This is negotiated on an individual basis.

## Subject choice - Year 7

Students have the option of taking French (beginning or continuing), Italian (beginning), Japanese (beginning or continuing) or Chinese (continuing) in Year 7.

It is expected that all students continue with this Language until the end of Year 9.

# Subjects Summary

FACULTY	SUBJECTS SUMMARY - Year 7	SUBJECTS SUMMARY - Year 8
Additional Learning Needs	<i>Language Experience</i>	<i>Language Experience</i>
Anam Cara Learning	<i>Anam Cara Learning (Spirituality)</i> <i>Positive Learning</i>	<i>Anam Cara Learning (Spirituality)</i> <i>Positive Learning</i>
English	<i>English</i>	<i>English</i>
Health and Physical Education	<i>Health and Physical Education</i>	<i>Health and Physical Education</i>
Humanities	<i>Humanities</i>	<i>Humanities</i>
Languages	<i>Chinese (Continuing)</i> <i>French</i> <i>Italian</i> <i>Japanese</i> (Core study: all students take one of these four)	<i>Chinese (offered in 2020)</i> <i>French</i> <i>Italian</i> <i>Japanese</i> (Core study: all students take one of these four)
Mathematics	<i>Mathematics</i> (Students are streamed into different groups for each topic)	<i>Mathematics</i> (Students are streamed into different groups for each topic)
Performing Arts	<i>Performing Arts</i> (Students are introduced to Drama, Dance and Music)	Dance and Movement Drama - Performances through Genre Music
Science	<i>Science</i>	<i>Science</i>
Technology	<i>Digital Technology</i>	<i>Technology</i> (Students are introduced to Food and Technology and Product Design and Technology) Textiles for Purpose Digital Technologies - Design and Innovation
Visual Arts and Design	<i>Visual Arts and Design</i>	Expression through Observation and Style: 2D Studio Expression through Form and Function: 3D Studio Communication through Design

# Year 7 Core Subjects

## Anam Cara Learning

The Anam Cara Learning curriculum encourages students to consider the concept of Identity - my own identity, the School's identity. This is achieved through contemplation of the Christian spiritual tradition of the School instilled by the Sisters of the Church, and to focus on the students' personal beliefs. The content of the course is intended to stimulate students to reflect upon adolescence within the spiritual dimension of life. While the course is based within the Christian tradition, it is inclusive of other faith traditions from which students may wish to share as part of students' learning.

The main objectives of the Anam Cara Learning curriculum are to develop in students:

- An understanding and appreciation of respectful relationships and building friendships
- An appreciation of the founding Christian tradition of the School and the Christian liturgical year, rites, ceremonies and practices
- The ability to analyse the beliefs and practices of the major world religions
- A broad appreciation of the scope, meaning and influence of the Hebrew scriptures
- The ability to identify, within the Jewish context, the significance of Jesus Christ

The topics covered in the course include:

- Spiritual life of our School
- The Eucharist
- World religions: a faith journey
- Truth through faith

## Digital Technology

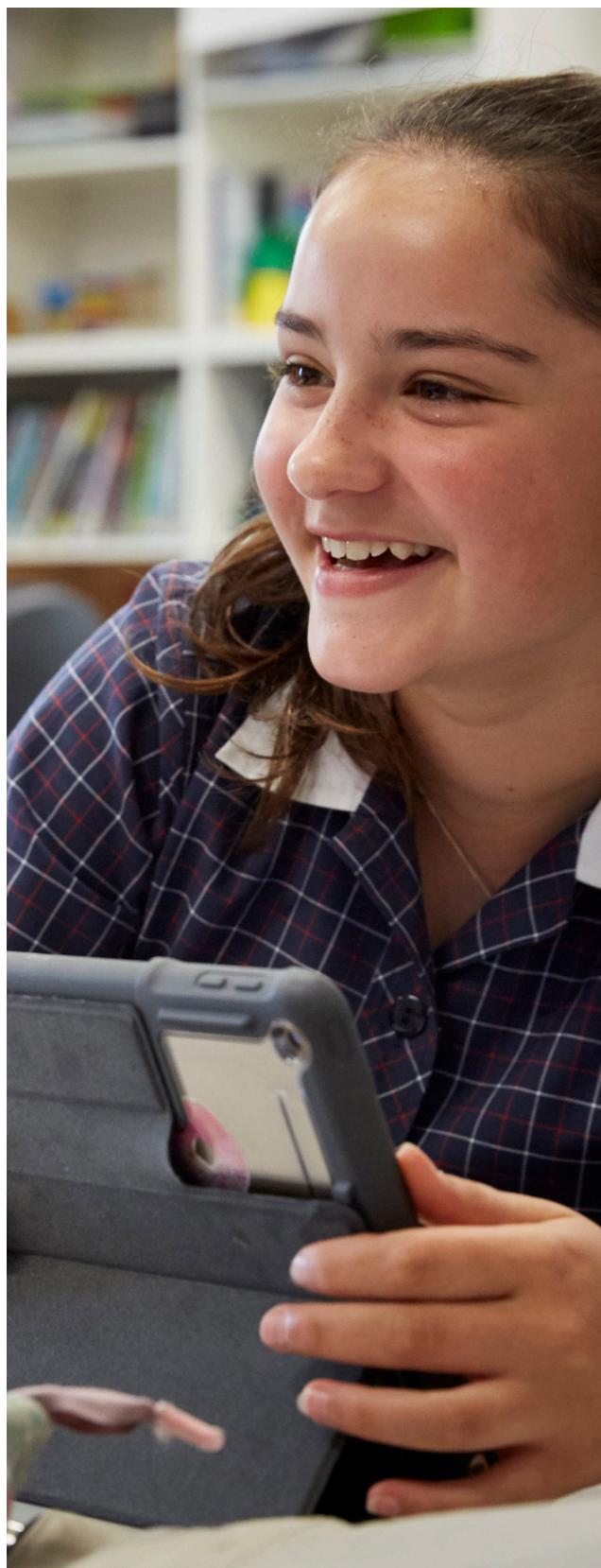
What will technology look like in ten years' time? Technology has and will continue to impact every aspect of our lives. Through problem-based learning students will focus on developing the flexible and creative thinking skills required to address real world problems as creators and not just consumers of technology.

Digital Technology in Year 7 develops and enables students to become more confident and creative in the use and understanding of technology in a world that is developing at a rapid rate.

Students are introduced to coding through designing creative solutions to real-world problems. Using the LEGO EV3 Mindstorms robotic modules students embark on STEM-based units of work exploring endless possibilities and solutions that focus on social, environmental and sustainable issues.

The main objectives of the Digital Technology curriculum are to develop in students the ability to:

- Build and create an EV3 Lego Mindstorm that uses various sensors and motors
- Develop and modify programs using the EV3 Lego Mindstorm to simulate real-life situations, using a specific programming language
- Design and develop solutions using design tools
- Develop computational thinking abilities to solve problems and identify errors when testing the solution
- Investigate how data are transmitted and secured in wired, wireless and mobile networks



# Year 7 Core Subjects

## English

The development of literacy is central to the English curriculum. Literacy involves speaking, listening, reading, writing, viewing and thinking within a cultural context. It enables us to recognise and select language appropriate to different situations.

The main objectives of the English curriculum are to develop in students:

- The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts
- A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- A broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
- The capacity to critically discuss and analyse texts and language
- A knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning

Year 7 English revolves around the central thematic question, "Who am I in my world?"

This question is addressed through the study of:

### Semester 1:

- Autobiographical narratives (40%)
- Australian text study (60%)
- Approaches to learning (S/N)

### Semester 2:

Comparative text study

- Fairytales (40%)

Collaborative novel study

- Text study (60%)

# Health and Physical Education

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health classes, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Physical Education classes is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts, and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport, both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally

The Health and Physical Education curriculum at Year 7 plays a significant role in building the knowledge, skills and understanding that apply to a range of health, wellbeing, safety and movement contexts, including:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Active play and minor games
- Fundamental movement skills
- Games and sports
- Swimming and water safety

# Year 7 Core Subjects

## Humanities

Year 7 Humanities encourages students to engage with the big questions, ideas and issues that have shaped the places, people, cultures and environments throughout the world. Through the investigation of Australian and global use of water as essential and renewable environmental resources, students will examine water's varying availability and scarcity and how it is perceived and valued. Students will explore and evaluate the factors that influence livability in local, national and global contexts. Also, through an inquiry of ancient societies (Egypt, Greece, Rome and China), students can gain insights into a period defined by the development of cultural practices and organised societies that may be common across the centuries.

The main objectives of the Humanities curriculum are to develop in students:

- Curiosity, imagination and awareness of human interaction with the world around them
- Knowledge, understanding and appreciation of how ancient societies have changed, leaving an enduring legacy and their continuities with the modern world
- Knowledge, understanding and appreciation of place and space, the diversity of the physical and human environments and their interconnection for sustainable futures
- The ability to develop research inquiry skills and conduct a fieldwork study

The topics covered in the course include: Geography, History, Economics and Business, Civics and Citizenship

### Semester 1:

- Humanities: "Big Questions and Big Ideas"
- What effect does the uneven distribution and availability of water have on the lives of people?
- What are consumer rights and responsibilities? How does working contribute to society's wellbeing?
- Why do people live where they do?

### Semester 2:

- How do we investigate the dawn of human civilisations?
- Why did the ancient societies develop? What were the similarities and differences between these societies?
- What emerged as the defining characteristics and legacies of these early societies?
- What makes a great society? What role does the government play? What role do individuals play?

# Languages

At all levels, Language classes aim to develop in students:

- The ability to speak, listen, read and write, with purpose and enjoyment in the target language
- The potential to develop and extend their awareness, knowledge and understanding of the relationship between language and culture
- A knowledge of the linguistic patterns used to construct different texts, and to apply this knowledge in their writing
- The ability to communicate effectively in the language through the acquisition of skills and strategies
- The ability to interact with groups and individuals within Australia and overseas via facilities such as the internet, for the purpose of extending their knowledge and language ability
- The desire to experience first-hand the art, theatre, cinema and history of another culture, both in Australia and overseas
- The capacity to entertain themselves and others while using the target language

In French and Japanese, the languages taught at St Michael's in the primary years, there will be two levels of entry: in each of those languages, a course will be started for total beginners; and a continuing course is offered to students who have had significant tuition in the language.

In Italian, a course for beginners is offered to Year 7 students (single level of entry).

In Chinese, a course for Background Language Learners is offered to Year 7 students (single level of entry).

## Chinese

The course St Michael's is introducing in 2019 in Year 7 is offered to Background Language Learners.

These students may use Chinese at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the Chinese language. These students have a base for literacy development in the language (refer to Victorian Curriculum: <http://victoriancurriculum.vcaa.vic.edu.au/languages/chinese/introduction/structure>).

Students with an experience in Chinese Immersion learning in Primary School are eligible for this course.

## French\*

By the end of Year 7, students are expected to be familiar with language and cultural habits associated with personal routines and activities: greetings, nationality and where people live, introductions and questions.

- Greetings, nationality and where people live, introductions and questions
- Likes and dislikes
- Stating age, families, time
- Numbers
- School subjects and objects
- Colours
- Personal descriptions and parts of the body
- Days of the week, asking and giving dates, birthdays

Students will have interactive conversations, will watch a French film (Le ballon rouge) and work on the concept of masks and identity, in conjunction with their Art project.

## Japanese

In Year 7, students are introduced to or continue their study of both the Hiragana and Katakana scripts. They learn to communicate on personal topics.

Topics cover language associated with greetings, personal profile, family, pets, eating, likes/dislikes, etc. The study of Kanji characters is commenced.

## Italian\*

In Year 7, students are introduced to various topics that are personal to their own world:

- Greetings, self-introductions, nationality, where people live
- Age, families, birthdays
- Questions, colours, numbers
- School life, time, days, months
- Personal descriptions
- Food
- Animals
- Likes/dislikes

*\*In French and Italian, for both Years 7 and 8, there is a strong emphasis on the students' understanding of the language structure and system (nature and function of words, French/Italian specific syntax, etc).*

# Year 7 Core Subjects

## Mathematics

Exciting changes have been made to the way our Mathematics curriculum is delivered in Years 7 to 9, which places learning and understanding at the very heart of the delivery. At the start of Year 7, all parents are invited to the School to hear more about the unique way St Michael's is delivering Mathematics. A summary of the key elements is provided below.

Mathematics is central to our core curriculum and is compulsory until the end of Year 10. From Years 7 to 10, the curriculum is structured to meet the needs and requirements of the Australian Curriculum and focusses on the following topics (or strands):

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Within each strand, we cover concepts relating to the study of:

- Using Units of Measurement
- Geometry Reasoning
- Probability
- Statistics
- Chance
- Real Numbers and Place Value
- Linear and Non-Linear Relationships
- Patterns and Algebra
- Pythagoras' Theorem and Trigonometry

## Embracing Individual Differences, Learning Needs and Cognitive Ability

Each student learns in a different way, at a different pace and with different levels of personal expectation. We understand the importance of delivering Mathematics at a level which students can cognitively comprehend.

Students are taught in six-week blocks, each block dedicated to a stream of the Australian Curriculum. At the start of each block, students will be pre-tested to ascertain their current understanding of a topic. The pre-test contains questions ranging from Year 6 to a Year 10A level. This information is used to group the students as per their current understanding of a topic. If a student is already demonstrating understanding at a Year 9 level then we will group them and teach them content at that level. This aims to stretch and challenge those students ahead of their peers, whilst also catering for the students who have found Mathematics more challenging.

Consequently, the year level will be grouped by prior understanding and comprehension rather than chronological age.

We feel that a student's ability to grow should be measured and rewarded. At the end of each unit of work, students are post-tested and then not only is their level of achievement at each year reported, but so is their level of growth. This will allow all students to feel like they are achieving.

With this dynamic approach to the grouping of students, students will move up and down the levels depending on both the topic and prior experience. Our experience of which allows for a much deeper understanding and richer educational experience.

# Performing Arts

Students in Years 7 and 8 complete a range of activities in Music, Dance and Drama throughout the year.

## Dance

In Year 7, students explore dance forms and styles through choreography and performance. Students learn, create, rehearse and perform dances in various styles, demonstrating technical and expressive skills appropriate to the dance style and safe dance practice. Students identify and analyse the characteristics of different dance styles, then apply this knowledge to dances they make and perform. Students also explore anatomy and awareness of the body.

The course is designed primarily to develop the student's:

- Awareness of the body and its movement possibilities
- Technical and expressive skills appropriate to different dance styles
- Ability to create and choreograph using their own unique movement vocabulary
- Ability to contribute in meaningful ways when working with a diverse group of peers

## Drama

Year 7 Introduction to Performance Drama is concerned with the creative and expressive development of each student using the individual's inherent ability to play. Students are introduced to the basic terminology, processes, elements and skills that are applied in Drama.

The course is designed primarily to develop in students:

- The ability to communicate ideas to their peers
- An ease of expression of those ideas through the exploration of voice and movement
- Self-confidence in the presentation of themselves and their work
- Self-discipline in sharing their ideas through the development of effective listening and respect for other people and their ideas
- Skills in the areas of characterisation, improvisation and storytelling through the creation of work for performance

## Music

Music is concerned with the creative and expressive development of each student's ability to manipulate sound.

In Year 7, students are introduced to the basic terminology, processes, elements and skills that are applied in the creation and performance of music, and music technology. The primary classroom instruments are African drums, with which students learn traditional drumming techniques and music from Mali. Composition techniques are explored through the GarageBand app on iPad.

The main objectives of Year 7 Music are to develop in students:

- The ability to communicate and express musical ideas to their peers
- The ability to communicate and express musical ideas to their peers
- An ease of expression of those ideas through the exploration of composition and improvisation
- Self-confidence in the presentation of themselves and their work
- Self-discipline through the promotion of effective listening and a development of respect for other people and their ideas

Topics covered include:

- Music Literacy (25%) - music notation, scales, chords, rhythm, basic chord progressions and aural training
- Class Ensemble Performance (25%)
- Listening and Analysis (25%)
- Composition using technology (25%)



# Year 7 Core Subjects

## Science

Science is a way of asking the important questions about the natural world. The knowledge of science has been developed over the centuries, built upon experimentations and questioning why. The skills to undertake these investigations have also been refined over time and form the basis of the scientific method. Science has influenced the society in which we live and in turn society has also affected the scientific direction.

In Year 7, students continue to build their scientific knowledge by exploring the solar system and how the seasons and eclipses are caused by the celestial bodies, and the effect of forces such as the earth's gravity. One of the overarching themes of the Science curriculum is the idea that scientists look for patterns. Students explore how scientists classify organisms as a way of coping with the diversity of organisms. Another overarching idea is the use of system; which enable scientists to predict and explain the phenomena they see. Students investigate food webs as a living system and then are able to predict or explain the effect of an introduced species.

By undertaking a series of experiments to separate different mixtures the students develop their laboratory skills. During all topics the students will be exposed to how scientists think and have a chance to develop their own curiosity and problem solving skills. They get the opportunity to explore how particular scientists

have worked together to solve some of the big problems in the world. They explore how the structure and composition of the rocks under Melbourne have influenced the building of the Metro Tunnel and the consequences of the extraction as a practical application.

The topics covered include:

### Semester 1:

- How is life organised?
- Food webs and ecosystems
- Why Science?
- Pure or not?
- How does the Earth get resources?

### Semester 2:

- What is the dark side of the Moon?
- What are chemical and physical changes?
- States of Matter
- Earth Rocks



# Visual Arts and Design

The Year 7 Visual Arts and Design course provides students with opportunities for creative, imaginative and innovative responses. The Year 7 program gives students experience in a number of different art forms, learning a variety of techniques and processes in both 2D and 3D construction.

A portfolio of work will be the basis for assessment of achievement.

The main objectives of the Year 7 curriculum in Visual Arts and Design are to develop in students:

- The confidence to discuss artworks through written and verbal tasks
- An ability to create ideas through to an extended folio of work
- A broad understanding of art terminology and its effective application
- An understanding of past and present artists, why and how they communicate their ideas and feelings
- An understanding of the processes and different requirements of each studio space
- An understanding of the different approaches to each technique and material
- An ability to produce artworks in response to a theme or key concept
- An understanding of working safely and responsibly in each art space
- The skill for effective recording of ideas and information within a visual arts diary

The topics covered over the two courses include:

## Visual Art & Design

- Respond and Interpret: Investigate how artists from different cultures express and communicate their idea of home
- Learn and practice presenting opinions of artwork
- Communicating ideas through images: A design process
- Practical application on the core skills of Portraiture: Drawing
- Practical application of a researched style: Printmaking
- Personal interpretation and exploration of a traditional technique: Sculpture
- Effective use of art terminology

## Creative Design

- Communicating ideas through the elements and principles of art
- Practical exploration of skills and techniques using an iPad
- Practical application of digital drawing using Procreate
- Respond and interpret artwork using Visual Thinking Skills
- Visit a gallery to explore different types of artwork

# Year 8 Course Structure



At Year 8, students can choose two one-term electives and one semester long elective.

For the one-term electives, students choose two of: Dance, Drama  
Digital Technologies - Design and Innovation, and Music.

For the one-semester elective, students choose one of:

## Visual Arts

- Expression through Observation and Style: 2D Studio
- Expression through Form and Function: 3D Studio
- Communication through Design: Visual Communication  
Design Studio

## Technology

- Textiles for Purpose



# Year 8 Core Subjects

## Anam Cara Learning

The Anam Cara Learning curriculum encourages students to reflect upon the concept of Leadership. The content of the course is intended to stimulate students to reflect upon adolescence within the spiritual dimension of life. While the course is based within the Christian tradition, it is inclusive of other faith traditions from which students may wish to share as part of students' learning.

The main objectives of the Anam Cara Learning curriculum are to develop in students:

- The ability to identify, within the Jewish context, the significance of Jesus Christ
- An understanding of the impact of the teaching and example of Jesus in understanding relationships, living a life of integrity and leadership

The topics covered in the course include:

- Judaism
- Servant leadership
- Ethical decision making (Community of Inquiry)
- Vision of Peace, Love and Justice



# English

The development of literacy is central to the English curriculum. Literacy involves speaking, listening, reading, writing, viewing and thinking within a cultural context. It enables us to recognise and select language appropriate to different situations.

The main objectives of the English curriculum are to develop in students:

- The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts
- A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- A broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
- The capacity to critically discuss and analyse texts and language
- A knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning

Year 8 students continue with another thematic question, “How do I make sense of my world?” To answer this question, students examine the construction of narratives in both written and multi-modal forms:

## Semester 1

Descriptive writing

- Magazines and descriptive writing (20-25%)
- Language and identity (20-25%)

Film as text

- Films by or about Indigenous Australians (40-50%)
- Approaches to learning (5-10%)

## Semester 2

- Verse novel and poetry (25%-30%)
- Intertextuality visual literacy (20-25%)
- Intertextuality short story and script writing (30-35%)

# Year 8 Core Subjects

## Health and Physical Education

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health classes, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify with and to which they belong.

Integral to Physical Education classes is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally

The Health and Physical Education curriculum at Year 8 plays a significant role in building the knowledge, skills and understanding that apply to a range of health, wellbeing, safety and movement contexts, including:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Active play and minor games
- Fundamental movement skills
- Games and sports
- Swimming and water safety

# Humanities

In Geography, students will examine the nature of landscapes and the forces, processes and factors which shape them physically. In addition, students will study how landscapes reflect our aesthetic, emotional, spiritual and economic perceptions, their use and management. Students will evaluate the human factors that change nations such as urbanisation and migration in Australia and the Asian region.

Historical investigations will examine the factors and triggers that caused significant changes to the social, economic, religious and political beliefs that challenged human societies and give rise to the modern world with a particular focus on Medieval Europe and Japan under the Shoguns.

Business and Civics will explore the impact of individuals to systems and processes.

The main objectives of the Year 8 Humanities curriculum are to develop in students:

- Curiosity, imagination and awareness of human interaction with the world around them
- Knowledge, understanding and appreciation that middle ages societies changed, giving rise to the modern era
- Knowledge, understanding and appreciation of the factors and threats that change the natural and human environments
- The ability to develop research inquiry skills and conduct a fieldwork study

The topics covered in the course include: Geography, History, Business and Economics, Civics and Citizenship.

## Semester 1:

- What forces shape landscapes?
- How are landscapes threatened and managed?
- How does urbanization affect and change the places where we live?
- How do consumers influence the market? How might this influence shape future markets?

## Semester 2:

- How did societies change from the end of the ancient period (c650 CE) to the beginning of the modern age (c1750 CE)?
- How did the key beliefs, values and achievements of significant individuals influence and change their societies?
- How are laws created? How do laws and customs differ?

# Year 8 Core Subjects

## Languages

At all levels, Language classes aim to develop in students:

- The ability to speak, listen, read and write, with purpose and enjoyment in the target language
- The potential to develop and extend their awareness, knowledge and understanding of the relationship between language and culture
- A knowledge of the linguistic patterns used to construct different texts, and to apply this knowledge in their writing
- The ability to communicate effectively in the language through the acquisition of skills and strategies
- The ability to interact with groups and individuals within Australia and overseas via facilities such as the Internet, for the purpose of extending their knowledge and language ability
- The desire to experience first-hand the art, theatre, cinema and history of another culture, both in Australia and overseas
- The capacity to entertain themselves and others while using the target language

Year 8 students are expected to continue the study of the Language (French, Japanese or Italian) they have studied in Year 7.

### French\*

In Year 8, students are introduced to the language associated with:

- Daily routines and school timetables
- Playing sports and music and doing household activities
- Expressions of time
- Describing the position of objects and places
- Asking and giving directions
- Describing how people feel
- Giving addresses and telephone numbers

### Italian\*

In Year 8, students are introduced to the language associated with:

- Playing an instrument
- Sports
- Hobbies and free time
- Nations and nationalities
- Directions and transport
- Expression of time
- Food/how to order food
- Home

*In French and Italian, for both Years 7 and 8, there is a strong emphasis on the students' understanding of the language structure (nature and function of words, French/Italian specific syntax, etc).*

### Japanese

In Year 8, students cover language associated with topics such as daily routines, school life, calendar, hobbies, describing different activities, spare time, etc. The study of Kanji characters is continued and the third writing system, Katakana, is practised further.

# Mathematics

Exciting changes have been made to the way our Mathematics curriculum is delivered in Years 7 to 9, which places learning and understanding at the very heart of the delivery.

Mathematics is central to our core curriculum and is compulsory through to the end of Year 10. From Years 7 to 10, the curriculum is structured to meet the needs and requirements of the Australian Curriculum and focusses on the following topics (or strands):

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Within each strand, we cover concepts relating to the study of:

- Using Units of Measurement
- Geometry Reasoning
- Probability
- Statistics
- Chance
- Real Numbers and Place Value
- Linear and Non-Linear Relationships
- Patterns and Algebra
- Pythagoras' Theorem and Trigonometry

## Embracing Individual Differences, Learning Needs and Cognitive Ability

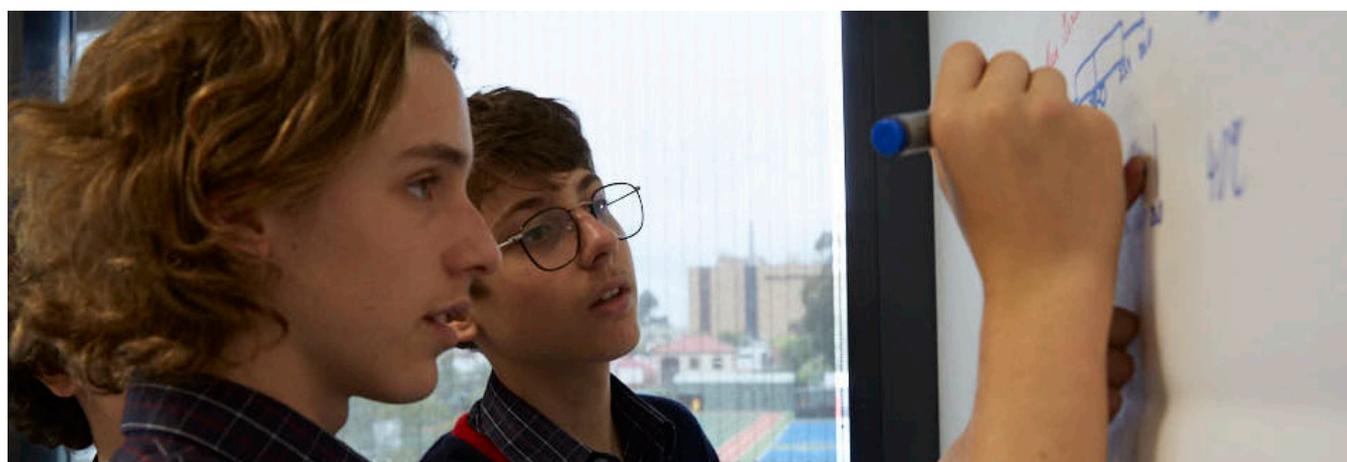
Each student learns in a different way, at a different pace and with different levels of personal expectation. We understand the importance of delivering Mathematics at a level which students can cognitively comprehend.

Students are taught in six-week blocks, each block dedicated to a stream of the Australian Curriculum. At the start of each block, students will be pre-tested to ascertain their current understanding of a topic. The pre-test contains questions ranging from Year 6 to a Year 10A level. This information is used to group the students as per their current understanding of a topic. If a student is already demonstrating understanding at a Year 9 level then we will group them and teach them content at that level. This aims to stretch and challenge those students ahead of their peers, whilst also catering for the students who have found Mathematics more challenging.

Consequently, the year level will be grouped by prior understanding and comprehension rather than chronological age.

We feel that a student's ability to grow should be measured and rewarded. At the end of each unit of work, students are post-tested and then not only is their level of achievement at each year reported, but so is their level of growth. This will allow all students to feel like they are achieving.

With this dynamic approach to the grouping of students, students will move up and down the levels depending on both the topic and prior experience. Our experience of which allows for a much deeper understanding and richer educational experience.



# Year 8 Core Subjects

## Science

The Year 8 Science course continues to build the solid foundation of knowledge of the Biological, Chemical and Physical Sciences. This includes being able to examine the different science knowledge used in occupations. They are expected to be able to explain how evidence has led to an improved understanding of a scientific idea and to describe situations in which scientists collaborated to generate solutions to contemporary problems.



The main objectives of the Science course are to develop in students an ability to recognise that:

- Energy appears in different forms including movement (kinetic energy), heat and potential energy and causes change within systems
- Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce
- Differences between elements, compounds and mixtures can be described at a particle level
- Chemical change involves substances reacting to form new substances
- Light waves and sound waves behave differently due to how energy transfers along them

During the course, students should develop their ability to:

- Identify and construct questions and problems that they can investigate scientifically
- Recognise that people use understanding and skills from across the disciplines of science in their occupations
- Recognise that variables in an investigation can be changed, measured and controlled
- Suggest modifications to experimental methods to improve the quality of the data collected

The topics covered include:

- The nature of matter
- Cells, tissues, organs and systems
- Energy efficiencies and renewables
- Sound waves
- Light

# Technology

Students continue their study of Science in one semester, and in the other semester students are introduced to both Food and Technology and Product Design and Technology.

## Food and Technology

In Year 8, students actively engage in a one-term unit of Food and Technology. The course is designed to provide students with the knowledge, understanding and skills necessary to successfully plan nutritionally balanced meals appropriate to a range of everyday situations throughout their lives.

The main objectives of Food and Technology are to develop in students:

- A range of basic cooking techniques
- The ability to apply nutritional concepts to create a healthy meal
- Confidence in cooking through practical experience
- The ability to work both independently and as a member of a team
- Skills to successfully analyse and evaluate outcomes in a range of environments
- An understanding of the design process, including design briefs, ordering and evaluating

The topics covered in the course include:

- Basic safety and hygiene
- The importance of nutrition in creating a healthy, balanced meal
- Australian indigenous ingredients
- Designing menus relevant to an Outdoor Education program (Year 8 Bush Skills)

## Product Design and Technology

Product Design and Technology actively engages students in producing quality designed solutions to identified problems or opportunities, across a range of technologies.

The main objectives of Product Design and Technology are to develop in students:

- The ability to analyse problems and generate ideas
- An understanding of systems, and potentially, mechanisms
- An understanding of appropriate properties and applications of materials
- An understanding of modern production techniques
- An understanding of basic electronics
- A competency in design drawing

The topics covered in the course include:

A design and make task that brings together skills and knowledge of materials, electronics, 3D printing and design.



# Year 8 Elective Subjects

## Group A: Semester-long electives

### Expression through Observation & Style: 2D Studio

Students who choose to work in the Painting Studio will create finished designs using observational drawing and still life prompts through a variety of methods, materials and media. Students will investigate form and reality and develop their own compositions through a process of experimenting and exploring techniques and technologies to realise their ideas.



Students will develop skills in and an understanding of:

- The use of the design elements and principles to creating compositions that help communicate ideas/concepts
- The design process as a means to explore, express and refine their ideas through the use of a visual arts diary
- How and why past and present artists communicated their ideas and feelings
- The techniques and processes associated with the studio materials, techniques and tools they are introduced to
- How technique, media, historical context and culture impact on meanings and messages in visual images
- How to develop and create artworks in response to a theme or key concept
- The relationship between the artworks and their intended audience; through discussing, creating and exhibiting artworks

### Expression through Form & Function: 3D Studio

Students who choose to work in the Sculpture studio will create finished artworks using traditional materials like clay and processes such as slab, pinch and coil construction. Students will investigate form and function and develop their own creations through a process of research, recording and refining ideas.

Students will develop skills in and an understanding of:

- The use of the design elements and principles to creating three-dimensional forms that help communicate ideas/concepts
- The design process as a means to explore, express and refine their ideas through the use of a visual arts diary
- How and why past and present artists communicated their ideas and feelings
- The techniques and processes associated with the studio materials, techniques and tools they are introduced to
- The different approaches to each technique and material and the context in which it was used both culturally and historically

- An ability to produce artworks in response to a theme or key concept
- Explore and manipulate materials and techniques to realise their plans
- Creating, exhibiting and discussing artworks and considering the relationship between the artworks and the intended audience



## Communication through Design: Visual Communication Design Studio

Students who choose to work in the Design Studio will create finished designs using drawing conventions, methods, materials and media addressing a design brief targeting a specific audience.

Students will develop skills in and an understanding of:

- The design elements and principles to create an effective visual communication
- The design process of recording ideas, drawing and annotating design and reflecting on the constraints and considerations presented to them through the use of a visual arts diary
- Use of manual and digital drawing methods and conventions to create a range of visual communications
- An ability to create ideas through to an extended folio of work
- Understanding how designers use a brief
- How designers worked within historical, social or cultural constraints
- How others are affected by visual communications from different cultures, times and places through a visit to a design space
- The different purposes of various designs
- Identify and describe intended audiences and context

## Textiles for Purpose

This fun and engaging program introduces students to the fundamentals of textiles, sewing machine use and hand stitching. Students will investigate a variety of techniques and will be challenged to produce solutions to a given design challenge that focuses on sustainability through “upcycling” of pre-used materials. Following simple and structured templates students will be required to produce high quality products that have been designed with a clear focus on creativity and innovation.

This program will look at the following learning areas:

- Using a sewing machine
- Developing new skills and techniques
- Creation of sustainable textiles through “upcycling”
- Machine and hand embroidery
- Understanding of fibres and fabrics
- Printing and dyeing techniques
- Creating a practical skills portfolio

# Year 8 Elective Subjects

## Group B: Term-long electives

### Performing Arts electives

Students in Years 7 and 8 can complete a range of activities in Music and Drama throughout the year:

### Dance and Movement

Year 8 Dance and Movement explores movement and language as a way to communicate ideas to an audience. Students investigate 'intent', by analysing varying examples of literacy and text as a communicative method to choreograph and perform their own dance work. Students analyse varying forms of stimulus through improvisation and find ways to structure a dance, by manipulating literal movement into abstract movement. They will use a range of production elements, performance and expressive skills. The Year 8 Dance elective is suited towards students who have a key interest in expressing themselves through movement and have an interest in performance. No formal dance training is required.

### Drama: Performances through Genre

Students develop skills and techniques to tell stories in different genres through performance. The students create, make and develop characters according to various styles while applying stagecraft to construct dramatic meaning.

### Music

The Year 8 Music elective consists of four distinct but interwoven strands, designed to provide continuing development in the following key areas:

- Music Performance
- Theory and Aural Comprehension
- Music Analysis
- Composition

Students extend their performance skills through the study of the ukulele and support this through associated theory and aural skills in intervals, scales, chords and chord progressions. The elements of music are explored and applied in the completion of a structured

listening and analysis journal, featuring musical excerpts across a broad range of styles and genres. At the completion of the unit, students will have the opportunity to apply their knowledge in an integrated composition and performance task in which they will respond to a set brief to create, notate and perform their own original work. This course is ideally suited for students who are either current performers, or who have a keen interest in music performance and creation.

Assessment is through solo or group performance, aural and analysis tasks and composition project.

The music technology element of the course explores song writing using the Garage Band app, and writing music for a short animation using Sony Acid.

The main objectives of Year 8 Music are to develop in students:

- The ability to communicate and express musical ideas to peers using traditional classroom instruments, computers and music software
- An ease of expression of those ideas through the exploration of composition and improvisation
- Self-confidence in the presentation of themselves and their work
- Self-discipline through the promotion of effective listening, the development of respect for other people and their ideas, and the ability to work as part of a creative team

Topics covered include:

- Music literacy (30%) - music notation, scales, chords, rhythm, basic chord progressions and aural training
- Class ensemble performance (30%)
- Listening and analysis (10%)
- Composition, arrangement and performance (25%)
- Individual inquiry project (5%)

## Digital Technologies: Design and Innovation

Digital Technologies in Year 8 looks at engaging students in designing, building and testing solutions through coding and critical and creative thinking to achieve meaningful and functional outcomes.

This hands-on program challenges students to think creatively and innovatively. With sustainability as a major focus students utilise the latest technologies including microprocessors to design, model and create an innovative solution to a design challenge of the student's choosing.

Through problem-based learning students will continue to develop the flexible and creative thinking skills required to address real world problems as creators and not just consumers of technology.

The main objectives of the Digital Technologies curriculum are to develop in students the ability to:

- Develop and modify programs, using the Micro:Bit Inventor's Kit, to simulate real-life situations, using a specific programming language
- Learn key programming skills such as selection statements and loops for repetition.
- Design algorithms, using structured English, to find solutions to real-life problems
- Test and modify solutions by identifying errors
- Combine key programming skills with circuits to produce realistic technologies, used in today's world



# Additional Learning Needs

## Provision for Additional Learning Needs

The Additional Learning Needs Faculty provides educational programs and support for students, families and staff. Support teachers and Learning Assistants work closely with teachers to provide appropriate support for students who have specific learning needs.

Support teachers and Learning Assistants provide a range of services to students in Years 7-9 through teaching and learning programs, consultancy and professional development. A team approach and case meetings ensure that staff are informed about the specific needs of individual students. The Additional Learning Needs Faculty works closely with visiting teachers and liaises with occupational therapists, speech therapists, audiologists, psychologists, physiotherapists, behavioural optometrists and speech pathologists.

The School, the student and their family can benefit from the provision of advice, referral to appropriate professionals and access to a network of specialists and agencies able to assist with particular needs.

After an assessment process, the faculty provides follow-up discussion for students and parents so that everyone has a clear understanding of the needs of the student, the program options and the most effective teaching and learning strategies.

## Years 7-8 Language Experience Program (LEX)

Language Experience (LEX) classes focus on the areas of:

- Reading improvement
- Development of written expression skills
- Development of spelling skills
- Development of study technique; such as organisation, management of materials and time management
- Learning to learn strategies
- Examination techniques

Entry into this course is negotiated on an individual basis; however, eligible students must have a diagnosed literacy difficulty or disability. Students build on their language skills enabling them to be increasingly responsible for their own learning.

LEX consists of core content that includes units of work related to other subject curriculum as well as units of work that cater for the individual needs of the group. A wide range of tasks is presented and the course content is both relevant to the developmental skills of the students and designed to address specific learning needs.

LEX is focused on success and the achievement of key critical skills.

Students achieve results through the completion of relevant and targeted tasks, an individualised approach and opportunities to transfer new skills to other subject areas. Students have the opportunity to seek individual help with planning, drafting and editing current work in other subjects. Assessment is based on the submission of class work and assignments and is communicated to parents through the online reporting system.

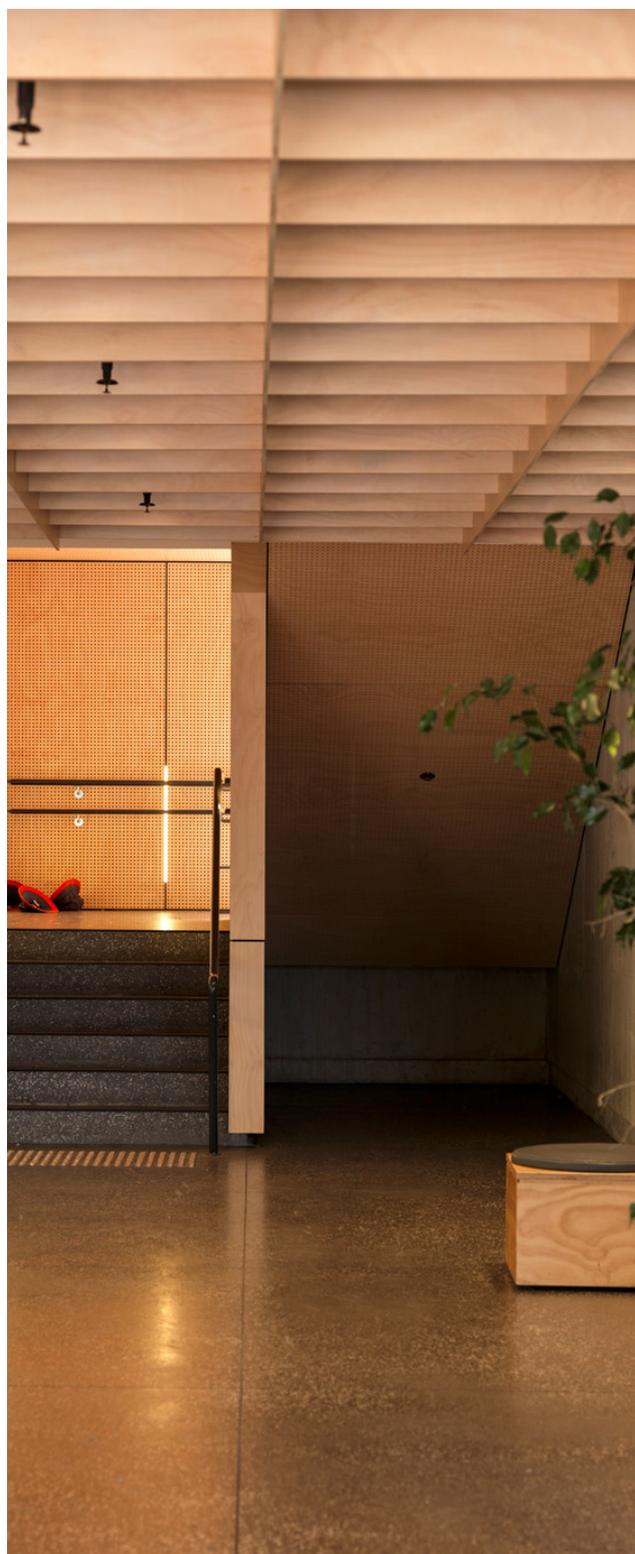
## Years 6-10 Mathematics Program

The Mathematics program from Years 6 to 10 takes students' current skills and knowledge into account by pre-testing each module. Students are then grouped according to their level of understanding and teachers target the teaching to the students' identified needs. Six modules are taught over the year and classes are re-formed for each module. Students with significant gaps in their knowledge are placed in smaller classes which enables a greater focus on each individual's growth. Students demonstrating comprehensive knowledge at a particular year level are placed in classes where they will progress to the next year level, or beyond, depending on their demonstrated understanding.

## Academic Enrichment

Additional Learning Needs staff assist teaching staff with the development of appropriate programs and tasks for students requiring enrichment in specific subject areas. The Year 7 testing platform assists the School to identify those students with high ability and to plan for their future learning.

Students are also able to further develop their talents by becoming involved in co-curricular activities provided through Drama and the Performing Arts, Music, Mathematics challenges, Science competitions, Art, Sport, Outdoor Education and external gifted and talented programs.



# Outdoor Education

From Years 7 to 9, the Outdoor Education Program emphasises personal growth through outdoor experiences and allows students to live together in a small community. Students are encouraged to experience the challenges and beauty of the outdoors and apply the practical aspects of components of the academic curriculum.

## Year 7 Exodus/Bush Skills – Friends and Foundation

The theme for the Year 7 program is 'Friends and Foundation'. During the year, students work in groups from their House with the focus on getting to know others in their year group, learning basic bush craft, minimal impact camping skills and developing a connection with the natural environment. At school, students reflect on their experiences through classroom discussions and activities. The program is designed to provide students with the skills and knowledge to assist their participation and enjoyment on future outdoor education programs.

There are two parts to the Year 7 program:

**Exodus** (5 days) – Iluka

**Bush Skills** (3 days) – Wanggai

During the program, students:

- Undertake a bushwalk
- Camp out in lightweight tents
- Sleep under tarpaulins for one night
- Participate in activities to increase their awareness of the natural environment
- Learn the basics of cooking and food preparation
- Participate in a stand-up paddle board session at a controlled beach with qualified instructors
- Build a raft from a collection of materials
- Reflect on their experiences through group discussion

## Year 8 Exodus/Bush Skills – Action and Reflection

The theme for the Year 8 program is 'Action and Reflection'. During the year, students visit and travel to venues where they journey in canoes and later cycle along bike paths through the Australian bush. Students are encouraged to reflect on each environment and discuss and explore their differences, uniqueness and how connected they felt to each location. At school, students do a range of activities to draw upon their reflections, such as Haiku poetry in English.

There are two parts to the Year 8 program:

**Exodus** (5 days) – Murray River & Lake Tyers,

**Bush Skills** (3 days) – Mt Stirling & Wabonga Plateau

During the program, students:

- Extend their bush craft and camping skills
- Challenge their comfort zones through mountain biking and canoeing
- Develop an appreciation of the need to involve each member of the group when problem solving
- Use navigation skills to journey through the program venue



# Notes





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