



THOMAS CARR
COLLEGE
TARNEIT EST.1997

YEAR 8 CURRICULUM INFORMATION



INTRODUCTION

Thomas Carr College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. Beginning Year Eight at Thomas Carr College continues the Middle School journey for students.

Year Eight students enjoy a broad curriculum that continues to strengthen their skills and understanding in the Compulsory subjects. Comprehensive curriculum pathways for Year Eight are available on our College website and through SIMON. All Year Eight students participate in the Australian Co-educational Schools (ACS) sport program.

Each year, every effort is made to meet the subject selection preferences for the maximum number of students. Some of the options listed may not be offered due to insufficient student demand. Individual students cannot always be guaranteed of their first preference. In the previous year, students were introduced to a Language Other Than English (L.O.T. E.). In 2017, students will be able to study Indonesian or Italian for the entire year.

COURSE OF STUDY

Students study a range of full-year Compulsory and semester subjects as well as participate in the Australian Co-educational Schools (ACS) sport program.

COMPULSORY SUBJECTS

All Year 8 students are required to study the following subjects for the entire year.

- Religious Education
- Pastoral Care
- Humanities
- English
- Mathematics
- Music
- Physical Education
- Science
- Language Elective (Year-long)
- Electives (2 per semester)

LANGUAGE ELECTIVE (YEAR-LONG)

Through the study of a Language Other Than English (L.O.T. E.) students gain access to other peoples, ideas and ways of thinking, become interested in and respectful of other cultures and develop social and cognitive skills that will help them in other areas of the curriculum.

Students will select **ONE** of the following languages to study for the year:

- Indonesian
- Italian

ELECTIVES (2 PER SEMESTER)

Students will complete **TWO** electives per semester:

- Digital Technologies Web Design
- Drama
- Textiles
- Art

CURRICULUM INFORMATION

Religious Education	
Rationale:	The world is the primary context and place of God's self-disclosure to all of humanity. It is in the lived reality of our daily lives that we are called to experience God as Creator, Jesus as Saviour and the Holy Spirit as Guide. The Catholic school is part of the world and part of the community of the Church and invites all the members of the school community to search for God in the world and to live a life framed by the life and words of Jesus.
Learning Focus:	In Year 8, students will be analysing stories about Jesus in terms of the students' cultural and historical background through identifying the geography, customs and social groups at the time of Jesus. By doing this they will learn to appreciate the regional diversity of Israel at the time of Jesus, and differences in customs and social groups. Students will gather information on the way in which some Gospel characters were changed by their response to Jesus and describe situations from the Gospels which portray Jesus as the guide for living the Christian life. Through this student will learn to appreciate how the words and actions of Jesus provided a model of living for the people He encountered. Further to this they will become aware of the commitment and vision of the men and women in the early Christian communities by describing important events and personalities of the early Christian communities. This will be done by using historical sources to interpret early Church history. Students will also focus on the value of those signs, symbols and rituals which guide and enrich their lives and other people's lives.
Outcomes / Assessment:	The primary purpose of assessment is to assist in better teaching and learning. Assessment of student achievement across all the content strands (Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacraments, Morality and Justice) is an essential component of the educational nature of Secondary Religious Education. Students will have one formative Assessment Task and one Summative Unit Test at the end of each term.
Pathways:	Students continue to study Religious Education in Year 9. This supports each student to develop understanding and appreciation for the five content strands, through studying the following components in Year 9: Leaders and Heroes in the Bible, Living Justly, The Australian Catholic Church and Hope and Healing.

English	
Rationale:	Language shapes our understanding of the world in which we engage. The study of English encourages students to experiment with ideas as well as create engaging and original texts. English studies develop in students the skills to become active and independent learners, to work with one another and to be reflective learners. Responding and composing texts helps students understand the power, value and art of language.
Learning Focus:	In Year Eight, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students create and engage with a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts. Texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. In Year Eight, students begin to use more specialised and technical vocabulary.
Outcomes / Assessment:	In Year Eight, students complete a variety of in-class and out-of-class assessments including: <ul style="list-style-type: none"> ▪ writing genres and the introduction to essay production ▪ reading responses ▪ oral presentations ▪ semester examinations ▪ PAT Reading
Pathways:	Students continue with English as core throughout the Middle and Senior School. The study of subject English is regarded as a priority throughout secondary schooling and is compulsory at every level. At the VCE, students can select English or English Literature.

Humanities

Rationale:	The study of Humanities is central to the learning and development of all young Australians. It helps create confident communicators, and informed citizens. By studying Humanities, students will be equipped with the skills to use a variety of sources to describe key aspects of different societies and the ability to analyse change and continuity over time and compare key aspects of past and present societies.
Learning Focus:	Students develop historical knowledge and understanding about the medieval societies through the period both in Europe and Japan. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. These concepts will be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. Students also examine geographical information from a number of sources, to analyse the physical characteristics of natural and human environments, analyse maps and statistics to identify similarities and differences between regions and explain why natural and human environments exhibit certain characteristics. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy and significance.
Outcomes / Assessment:	Students studying Humanities will be expected to: <ul style="list-style-type: none"> ▪ Explain, investigate and research using a range of inquiry questions focusing on key topics including the way of life, social structures such as Feudalism, and administration of law and governance of medieval societies, including comparisons between European and Japanese societies. ▪ Use examples to explain the interactions between the physical and human geography of various regions, differences in living conditions and attitudes to environmental issues.
Pathways:	Students will continue to study Humanities in Year 9 further enhancing their historical knowledge and understanding, geospatial, inquiry and literacy skills.

Language: Indonesian

Rationale:	Languages contribute to the universal purposes of schooling and to the development of skills in thinking and reflection. They support the moral, social and economic initiation of young people into the culture and wider civilisation that surrounds them. Languages nurture reflective, deep and creative thinking in specific ways, cultivating culturally distinctive fields of knowledge, and stimulating awareness of intellectual functioning.
Learning Focus:	Students learn why there are similarities and differences between languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practise exchanging simple personal information on topics such as self, friends, family, time, school, likes, dis- likes, foods, daily routines and pastimes. They talk about themselves in response to questions and learn to ask questions.
Outcomes / Assessment:	In Year Eight, students complete a variety of in-class and out-of-class assessments including: <ul style="list-style-type: none"> ▪ writing ▪ reading responses ▪ oral presentations ▪ listening tasks ▪ semester 2 examination
Pathways:	Students can elect to study Indonesian in Year Nine. Students may continue to study Indonesian in Year Ten, Eleven and Twelve. Languages studies at VCE attract bonus points for candidates facilitating higher education entry. Second language study can be a good predictor of a student's ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time.

Language: Italian

Rationale:	Languages contribute to the universal purposes of schooling and to the development of skills in thinking and reflection. They support the moral, social and economic initiation of young people into the culture and wider civilisation that surrounds them. Languages nurture reflective, deep and creative thinking in specific ways, cultivating culturally distinctive fields of knowledge, and stimulating awareness of intellectual functioning.
Learning Focus:	Students learn why there are similarities and differences between languages, and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practise exchanging simple personal information on topics such as self, friends, family, time, school, likes, dislikes, foods, daily routines and pastimes. They talk about themselves in response to questions and learn to ask questions.
Outcomes / Assessment:	In Year Eight, students complete a variety of in-class and out-of-class assessments including: <ul style="list-style-type: none"> ▪ writing ▪ reading responses ▪ oral presentations ▪ listening tasks ▪ semester 2 examination
Pathways:	Students can elect to study Italian in Year Nine. Students may continue to study Italian in Year Ten, Eleven and Twelve. Languages studies at VCE attract bonus points for candidates facilitating higher education entry. Second language study can be a good predictor of a student's ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time.

Mathematics

Rationale:	Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with 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 person, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.
Learning Focus:	In year 8 Mathematics, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.
Outcomes / Assessment:	Students studying Year 8 Mathematics will complete the following assessments: <ul style="list-style-type: none"> ▪ Topic tests ▪ Assessment tasks ▪ Completion of a workbook demonstrating their learning throughout the year ▪ Semester examinations
Pathways:	After completing Year 8 Mathematics students will continue to build on this knowledge in Year 9 Mathematics.

Health & Physical Education	
Rationale:	Health & Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.
Learning Focus:	<p>In Health, students will learn about first aid and how to use CPR in emergency situations. When looking at drug education, students will explore ways to minimise harm and be safe when around alcohol and tobacco. Students will also look at issues around body image and adolescence. They'll look at ways to stay healthy and feel good about themselves.</p> <p>In Physical Education, students will learn the skills and rules of the following sports; Soccer, Basketball, AFL, Touch Football, Netball, Handball and Tennis. Students will be involved in developing of skills from these sports as well as being involved in game play situations, tactic development and working in a team. Students will also be involved in term by term fitness testing, allowing students to analyse their results throughout the year.</p>
Outcomes / Assessment:	<p>Students studying Year 8 Health and Physical Education will complete the following assessments:</p> <ul style="list-style-type: none"> ▪ Working in teams ▪ Practical observations ▪ Posters ▪ Written reports ▪ Research assignments
Pathways:	After completing Year 8 Health and Physical Education students will continue to build on this knowledge in Year 9 Health and Physical Education.

Science	
Rationale:	Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the un- known, investigating universal mysteries, making predictions and solving problems. Science provides a way of answering interesting and important questions about the biological, physical and technological world, and provides a reliable basis for action in our personal, social and economic lives.
Learning Focus:	In Year 8 Science, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.
Outcomes / Assessment:	<p>Students will complete the following assessments:</p> <ul style="list-style-type: none"> ▪ Various research activities in the focus areas ▪ Experimental practical activities ▪ Written tests ▪ Semester Examinations
Pathways:	After the completion of this subject students can proceed to Year 9 Science. An additional elective, The Human Body, may be chosen in Year 9.

Art

Rationale:	The study of Visual Art equips students in Year 8 with the skills to explore and use a variety of sources and ideas that draw upon their experiences of direct observation and imagination. The course consists of two components, art production – art making and art appreciation – art response.
Learning Focus:	Students undertake a series of practical workshops, of one semester’s duration, which cover folio activities in two and three-dimensional art forms. Students further develop their knowledge of equipment and mediums relevant to two and three-dimensional art by creating artworks in the methods of Drawing, Painting and Animation. They apply the techniques needed to produce their final artworks incorporating elements of art and principles of composition (e.g. exploring tone, space and perspective associated with painting). Students develop an awareness of basic ways that purpose, audience, equipment and ICT can be used in the production of art. Students also analyse and interpret the content, structure, characteristics and the role of art in different cultural contexts.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Practical Visual Arts folios: Landscape Painting and Digital Art ▪ Theoretical assignments: Art Appreciation and Animation Analysis.
Pathways:	The critical and creative visual arts skills fostered in Year 8 Art prepare students for the Year 9 Visual Arts course. In Year 9 Visual Arts students are provided with an opportunity to extend and further explore a variety of mediums in order to gain a deeper and more advanced understanding of art forms, art theory and the importance of visual literacy in our culture. The study of Visual Arts provides students with an explorative, creative and expressive learning environment.

Drama

Rationale:	The study of Drama allows students to create and critically explore performances in contemporary and traditional genres. Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.
Learning Focus:	This unit focuses on the creation and presentation of performances from a variety of stimuli. Students collaborate and negotiate to devise ensemble performances. In Term One, students explore elements, processes and techniques of movement. They combine Space, Shape, Time, Weight and Emotion to devise a choreographed performance. In Term Two, students will explore elements and conventions of Comedy. They create work in various comic styles, including Farce, Parody, Satire and Physical Comedy. They reflect on the role of comedy in cultural practices. Using various comic techniques, they create a performance in a comic style.
Outcomes / Assessment:	<ul style="list-style-type: none"> ▪ Group devised Comedy performance ▪ Group devised Movement performance
Pathways:	Upon the completion of Year 8 Drama, students may choose to study the elective Year 9 Drama.

Music

Rationale:	Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self-expression.
Learning Focus:	<p>Students will identify and explore a range of topics and themes throughout the year on a term by term basis. Term 1 will comprise "Theme and Variations" where students will revisit basic musical theory conventions learned in year 7's Instrumental Program. Students will then begin varying commonly known simple songs in order to gain further understanding of these concepts.</p> <p>In Term 2, students will work through a "Rock Music" unit. Students will learn the history of blues, R and B and jazz, through to Rock and Roll and the variations of modern pop and rock music.</p> <p>In Term 3, students will explore the use of Music in Film, TV and advertising. They will trace the use of music and sound effects from early cinema through to modern film, in advertising jingles and TV in theme songs and incidental Music.</p> <p>Term 4 will see students learning about world music in other cultures, its use in religion and ceremonies and other occasions with diverse meanings attached. Also incorporated is a study of instrumentation and song writing in these other cultures.</p>
Outcomes / Assessment:	Students are to submit a variation recorded on Sibelius, an in depth study of a rock or modern music artist/band/performer, a composition which supports a short storyboarded film or comic segment, and a practical based music performance on rhythmic and melodic instruments.
Pathways:	Students may study Music in Year 9 and 10 in Jazz, Solo Performance and / or Composition and Arranging. Students can continue to study Music in the VCE by electing to undertake studies in Music Performance Units 1 and 2 leading to Music Performance 3 and 4. Alternatively or in conjunction, students have the opportunity to study VETiS Music Industry.

Digital Technologies

Rationale:	Students completing this unit develop new thinking and learning skills that produce creative and innovative insights. Students will develop more productive ways of working and solving problems individually and collaboratively. The subject will teach students to create information products that demonstrate understanding of concepts, issues, relationships and processes. Students will learn to express themselves in contemporary and socially relevant ways. They will create solutions that communicate locally and globally to solve problems and to share knowledge. Students will understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.
Learning Focus:	<ul style="list-style-type: none"> ▪ During the semester students will focus on the following essential questions through research, presentation and creation of solutions. ▪ How does technology affect society and communication? What are the legal responsibilities of copyright? ▪ What is the Web design process and what are the different site structures? How does graphic design affect website design? ▪ What is a Web Portfolio? ▪ What are the technologies used to create websites? ▪ How does effective page layout and consistent navigation lead to usability? ▪ What communication skills are needed to create and implement a client's website?
Outcomes / Assessment:	<p>Students completing this subject will be required to complete:</p> <ul style="list-style-type: none"> ▪ Presentation relating to network Technologies and terminology, including security and passwords. ▪ Project Website meeting a scenario requirements including information, graphs and visuals to communicate to a client or specific group. ▪ Research and presentation into encryption and digital audio.
Pathways:	Students completing the Digital Technologies: Web Design unit will have access to the following pathways, Year 9 information Technology Electives Year 10 Information Technology Websites, Databases and Programming VCE information Technology Unit 1 & 2

Textiles

Rationale:	Designers consider problems, needs, wants and opportunities. They reflect on and evaluate past and present design and technology, its uses and effects to provide new solutions and outcomes. Designers respond to needs by developing a range of ideas, which are developed into utilitarian products. Students combine an understanding of Textiles design, functionality, aesthetics, social, cultural, economic and environmental issues, and industrial practices with practical skills.
Learning Focus:	Students are introduced to a broad range of activities related to designing and producing textiles. This is supported by exposure to a variety of tools and equipment such as the iron, sewing machines techniques and hand appliqué skills. Students are introduced to the concept of 'Design Briefs' and designing projects to meet specifications outlined in teacher directed design briefs. Students design and produce a machine sewn and hand stitched appliqué cushion from their own design options. Throughout the design process and at the completion of the production processes, students seek feedback from peers and evaluate their product against the design requirements. Students maintain a daily journal that records processes used and reflects on the lesson's activities suggesting areas of improvement. Students read and discuss the issue of the environmental impact of textiles and Natural Fibres.
Outcomes / Assessment:	<p>Students studying Textiles will be expected to produce:</p> <ul style="list-style-type: none"> ▪ Investigation: comprehension task on the purpose and role of the design brief. ▪ Investigation: report on Natural Fibres ▪ Designing: Develop design options for production ▪ Production: sewing machine stitching exercises, hand sewing appliqués final cushion production
Pathways:	Students can continue to study Textiles Technology in Year 9 & 10 as electives and in VCE by electing to undertake studies in the following sub- jects: Product Design Technology – Textiles, Unit 1 & 2 Year 11 and Unit 3 & 4, Yr 12