



**MOUNT ST. JOSEPH
GIRLS' COLLEGE**
Virtue Courage

Year 8 Handbook 2020

Curriculum Overview

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YEAR 8 HANDBOOK 2020

VICTORIAN CURRICULUM

In Victoria the school curriculum is set out in the Victorian Curriculum. The curriculum defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship. The teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. Schools have flexibility in the design of their teaching and learning program. Flexibility enables schools to develop particular specialisations, areas of expertise and innovation, while ensuring the mandated curriculum is delivered.

Curriculum at Mount St. Joseph Girls' College has been developed to ensure that students are exposed to a variety of challenging and stimulating learning experiences. Students at MSJ are encouraged to develop self-reliance, confidence to achieve and the ability to work cooperatively in teams. This subject selection booklet describes the College Curriculum for Year 8 students. At Year 8 students will study core subjects whilst being given some flexibility within an elective structure. The elective component of the Year 8 course offers a variety of units designed to meet various learning outcomes and at the same time offer students challenging and rewarding learning experiences. This allows students to explore particular areas of interest.

CORE SUBJECTS STUDIED AT YEAR 8

The following subjects are studied by all Year 8 students for the entire year

- Religious Education
- English
- Mathematics or Vocational Mathematics
- Science
- Humanities
- Health & Physical Education
- LOTE (Languages other than English – Italian, Japanese or French)

ELECTIVE SUBJECTS STUDIED AT YEAR 8

In addition to these core units students will select 4 semester length electives.

Technology	Arts
Multimedia	Music
Food Technology	Visual Arts
Product Design & Technologies	Drama
Digital Technologies	Visual Communications and Design

RELIGIOUS EDUCATION

Religious Education focuses on the relationship between God and the world. Within the study of Religious Education at Mount St. Joseph Girls' College, students focus on the study of five different content strands across Year 7 to 10 through a variety of units. Studies include content on 'Scripture and Jesus', examining the role sacred scripture in both the development of the Christian faith and in humans relationship with God; 'Church and Community', examining the interaction between the Church and the call to participate in the body of Christ; 'God, Religion and Life', examining the search for meaning in life through ritual and meaning found in the light of God; 'Prayer, Liturgy and Sacrament', examining the place of sacred ritual and personal prayer in spiritual union with God and 'Morality and Justice', where the Christian vision of freedom and dignity in all areas and aspects of life is examined.



Course Overview

This unit focuses on the key content strands within the Catholic Archdiocese of Melbourne through a variety of key concepts such as compassion, change, power, justice, liberation, freedom, integrity of creation and charity using provocative questions to base their learning on.

Learning Focus

- The connections between Jewish culture and tradition and the life of Jesus
- The impact of history and culture on the writing of the Gospel.
- The role of mission in the Church, historically and today
- The expansion of the global Church using an historical lens
- To interpret the impact of the Church in the world in its global mission
- The different ways a variety of religious traditions express the presence of God and right relationships
- To interpret ways right relationships are expressed within Catholic Social Teaching and other faith traditions
- Rites, signs, symbols and ritual used in celebrations of initiation across many faith traditions
- To interpret the nature of belonging in relation to a Christian community and other communities of believers
- The significance of the teachings of Jesus and how they inform Catholic Social Teaching
- The validity of a variety of sources as guides for moral decision-making in light of Catholic Social Teaching

ENGLISH

Content Strands

- Language
- Literacy
- Literature

Course Overview

Students develop their ability to think, listen, read, view, speak and write in a wide range of contexts. This furthers their understanding of how language works.

Reading and Viewing

By the end of Level 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.

MATHEMATICS

Content Strands

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

Course Overview

This course aims to assist students to develop an increasingly sophisticated understanding of mathematical concepts and processes along with an ability to recognise and solve problems.

Number and Algebra:

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers and then apply the index laws to whole numbers. They identify and describe rational and irrational numbers in context. Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students solve linear equations and graph linear relationships on the Cartesian plane.

Measurement and Geometry:

Students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites. Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They use tools, including digital technology, to construct congruent shapes.

Statistics and Probability:

Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.



SCIENCE

Content Strands

- Science Understanding
- Science Inquiry Skills

Course Overview

This course provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.

Science methods and techniques

Students will design experiments to test hypotheses and write scientific reports of their findings.

Chemical sciences

Students will study basic atomic theory and differentiate between elements compound and mixtures.

Biological sciences

Students will investigate the main organs and biological mechanisms of human digestion then compare digestion to those in other organisms.

Earth and space sciences

Students will learn how to use a microscope. They differentiate between a typical animal and plant cell and identify common specialised cells.

Physical sciences

Students will identify different types of energy. They will observe energy transformations and transfers and calculate energy efficiency.



HUMANITIES

History

Content Strands

- Historical Concepts and Skills
- Historical Knowledge

Course Overview

Topics for History include:

- Middle Ages and the early exploration
- Medieval Europe and the Black Death (590CE-1500CE)
- Asia-Pacific World
- Japan under the Shoguns (794CE-1867CE)
- Expanding Contacts: Discovery and Exploration
- Renaissance Italy (1400-1600CE)

Learning Focus

The underpinning concepts and skills of sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance are explicit in this structure.

In the History curriculum, students have the opportunity to develop historical understanding through the application of the following historical concepts and skills:

- sequencing chronology
- using historical sources as evidence
- identifying continuity and change
- analysing causes and effect, and
- determining historical significance.

These concepts and skills are fundamental in giving the discipline of history its structure.

By the end of Level 8, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past.

Geography

Content Strands

- Geographical Concepts and Skills
- Geographical Knowledge

Course Overview

Topics for the study for Geographical Skills and Concepts include:

- Place, Space and Interconnection
- Data and Information

Topics for the study for Geographical Knowledge include:

- Landforms and Landscapes
- Changing Nations

Learning Focus

The Geography curriculum identifies the concepts of place, space, environment and interconnections and is important in the development of geographical understanding. These are high-level ideas of thinking that can be applied to identify questions, guide an investigation, organise information, suggest an explanation or assist decision-making. They are the key ideas involved in teaching students to think geographically.

Civics & Citizenship

Content Strands

- Government and Democracy
- Laws and Citizens and Citizenship
- Diversity and Identity

Course Overview

In studying civics and citizenship students will develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people's rights and how individuals and groups can influence civic life.

HEALTH AND PHYSICAL EDUCATION

Content Strands

- Personal, Social and Community Health and
- Movement and Physical Activity

Course Overview

Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Learning Focus

By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies that enhance their own and others' health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. They also focus on body systems and risks. They analyse their fitness and create programs that aim to improve their individual levels of health and fitness.



LOTE (LANGUAGES OTHER THAN ENGLISH)

French, Italian and Japanese

Content Strands

- Communicating
- Understanding

Course Overview

Students reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture and use simple statements to identify features of text types such as letters, emails, descriptions and narratives. They are aware that language reflects contexts of situation and culture, and recognise differences between standard, dialectal and regional forms of Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and consider how their response may be shaped by their own language(s) and culture(s).

Learning Focus

By the end of Level 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions. They participate in classroom routines and respond to classroom instructions, questions and directions. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences.



THE ARTS: DRAMA

Content Strands

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

Course Overview

In the Year 8 unit, students will be transported to the world of Theatre of The Absurd and its One Act Plays. Students will apply Absurdist conventions through stereotypical characterisation, playing with extreme dialogue through faced-paced monologues and non-linear plots. Students will also learn how to manipulate stagecraft elements through the area of set design, lighting, sound, make- up and costuming symbolically and to bring performances to life on stage. Students will write self -evaluations using various drama terminology.

Learning Focus

By the end of Level 8, students devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience.

THE ARTS: VISUAL COMMUNICATION DESIGN

Content Strands

- Explore and Express Ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students will be encouraged to explore more diverse drawing techniques. Observational drawing will be used to develop both two and three-dimensional representations of objects. A focus on design elements will be used to enhance form and surface details. Knowledge and application of design elements and design principles will be used to explore as well as redesign existing visual communications. Students will also investigate a historical or contemporary product designs or designers. Overall, students will learn to develop design-thinking strategies and alternatives, through research, drawing and the use of appropriate conventions.

Learning Focus

By the end of Level 8, students identify and describe how designers use visual communication practices to respond to briefs in different historical, social and cultural contexts. They apply this knowledge in the development of their own visual communication practices.

Students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications.

Students evaluate how they and others are affected and influenced by visual communications from different cultures, times and places. They identify and describe practices of visual communication designers in visual communications from

different cultures, times and places. Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama.

THE ARTS: MUSIC

Content Strands

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

Course Overview

In Year 8 Music students will choose a more advanced piece to study on either the piano, guitar, drums or vocals and ultimately perform as a class ensemble or in smaller ensembles. Students will compose a short melody with accompaniment employing basic song writing techniques using Garage Band. They will incorporate music terminology and symbols to recognise, describe and notate selected features of music. Students will continue to learn music theory and further develop aural skills. This will coincide with their practical study so they realise the connection of musicianship and how this helps with learning an instrument. This subject is designed to accommodate everyone from the non-enthusiast to those with musical training.

Learning Focus

By the end of Level 8, students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use music terminology and symbols to recognise, describe and notate selected features of music.

Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations.

THE ARTS: VISUAL ARTS

Content Strands

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

Course Overview

Students will investigate a range of two and three-dimensional art practices. They will continue to develop their artistic skills by looking at other artist's use of materials, techniques, technologies, processes and visual conventions. Student will learn to use a visual diary to communicate and document their ideas using the design process. By evaluating and identifying the best possible visual solution students will be able to express ideas and convey meaning in their artworks. Students will create a folio of artworks based on their investigation of particular artists and artistic styles. Students will also learn to identify and describe artworks from different cultures, times and places and how ideas are interpreted by audiences.

Learning Focus

By the end of Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.

Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.

Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.



TECHNOLOGIES: FOOD TECHNOLOGY

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Food for health

Students will continue to explore the Food Technology kitchen to enable them to become self-sufficient and confident in this environment. Students will prepare a range of healthy foods and investigate the main properties of key ingredients through 'hands-on' practical experience. This unit focuses on developing student cookery techniques to ignite a real passion in food and cookery with the underlying theme of the importance of a healthy and balanced diet during adolescence. As part of their assessment tasks, students use the design process to design and produce healthy muffins.

Learning Focus

By the end of Level 8 students explain factors that influence the design of solutions to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.



TECHNOLOGIES: MULTIMEDIA

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Course Overview

There is a focus on using standard software to produce images, animations, videos and audios and digital representation of these media elements and the automated interaction with them.

Learning Focus

By the end of Level 8 students explain factors that influence the design of solutions to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

TECHNOLOGIES – PRODUCT DESIGN & TECHNOLOGY

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Course Overview

In Textiles Design students are introduced to hand sewing and machine skills by way of practical projects. Using the design process students will create a personalised hand stitched cross-stitch sampler based on a theme. They will gain insight into garment construction by learning to use a commercial pattern, cut-out and machine sew together garment pieces to produce a finished product that is wearable and meets the appropriate standard. Students also have the opportunity to investigate the fundamentals of Fibres, focusing on the sustainability of Textiles and it's effects on environmental and social issues. They learn how to categorise natural and synthetic fibres, developing their making skills again, through a practical project using found materials.

Learning Focus

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Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

DIGITAL TECHNOLOGIES – INFORMATION TECHNOLOGY

Content Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Learning Focus

By the end of Level 8, students distinguish between different types of networks and their suitability in meeting defined purposes.

Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information. They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online.

Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.



Mount St. Joseph Girls' College Subject Selection Planner Year 7 into 8 – 2020		
Religious Education	Core	Whole year - all students
English	Core	Whole year - all students
Mathematics	Core	Whole year - all students
Science	Core	Whole year - all students
Humanities	Core: History Geography	Whole year - all students
Health & Physical Education	Core	Whole year - all students
LOTE	Core: French Italian Japanese	Students study one language
Arts	Visual Arts Visual Communication Music Drama	Students choose two
Technology	Multimedia Food Technology Product Design and technology	Students choose two

Year 8 Curriculum Outline

1. All students in Year 8 study subjects from the following Domains
2. **LOTE subject** – please indicate your selection.

Domain Area	Subject Name
LOTE Semester 1 & 2	

3. Elective choices – **Arts Subjects** – Choose two

Domain Area	Subject Name
1. Arts	
2. Arts	
3. Back up Art unit	

4. Elective choices – Technologies subjects – Choose two

Domain Area	Subject Name
1. Technology	
2. Technology	
3. Back Up Technology Unit	

To be completed by August 30, 2019

Educating Today, Shaping Tomorrow



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