



# YEAR 8 COURSE OUTLINE SEMESTER 1

*Catholic Regional College Caroline Springs*  
10 College Street Caroline Springs VIC 3023  
Phone: 03 9217 8000 | Fax: 03 9363 8309  
[www.crccs.catholic.edu.au](http://www.crccs.catholic.edu.au)



CATHOLIC REGIONAL COLLEGE  
CAROLINE SPRINGS



This handbook has been created in accordance with guidelines set by the Victorian Curriculum and Assessment Authority.

Catholic Regional College, Caroline Springs reserves the right to make changes to this document when they are found to be necessary. In such instances, the College undertakes to keep students and parents informed about the changes that have been made.

**Please note:**

The College does not endorse or encourage taking students out of school for holidays as our experience suggests that there is always an impact on student learning when a student misses classes as most learning is sequential. We do, of course, respect your right to make decisions regarding your child's attendance.

# COURSE OUTLINE : YEAR 8

## CONTENTS

<b>CATHOLIC REGIONAL COLLEGE, CAROLINE SPRINGS</b>	<b>2</b>
<b>1. RELIGIOUS EDUCATION</b>	<b>4</b>
<b>2. ENGLISH / ENGLISH SKILLS</b>	<b>5</b>
<b>3. MATHEMATICS</b>	<b>6</b>
<b>4. HEALTH</b>	<b>7</b>
<b>5. PHYSICAL EDUCATION</b>	<b>9</b>
<b>6. HUMANITIES</b>	<b>10</b>
<b>7. SCIENCE</b>	<b>11</b>
<b>8. PASTORAL CARE</b>	<b>12</b>
<b>9. LANGUAGE: ITALIAN</b>	<b>13</b>
<b>10. FOOD TECHNOLOGY SEMESTER UNIT</b>	<b>14</b>
<b>11. MATERIAL TECHNOLOGIES SEMESTER UNIT</b>	<b>15</b>
<b>12. PERFORMING ARTS: DRAMA AND MUSIC SEMESTER UNITS</b>	<b>16</b>
<b>13. VISUAL ARTS SEMESTER UNIT</b>	<b>18</b>
<b>14. VISUAL COMMUNICATION DESIGN SEMESTER UNIT</b>	<b>19</b>
<b>15. SEMESTER ONE ASSESSMENT CALENDAR</b>	<b>20</b>



CATHOLIC REGIONAL COLLEGE  
CAROLINE SPRINGS

## VISION

***At Catholic Regional College Caroline Springs, we aim to provide a curriculum which:***

- is rigorous, creative, meaningful and purposeful
- cultivates a learning and teaching culture of innovation, responsibility awareness and independence
- is developed with respect for the learner at its centre and
- aims to provide our students the opportunity to critically engage in a dialogue with the Catholic tradition and the world around them.

## MISSION

Catholic Regional College Caroline Springs commits us to learning in all forms, styles and situations: formal and informal, mutual and collegial. Underpinning all that we do is the education and wellbeing of our students.

***We have an obligation to provide educational experiences that ensure that:***

- students have engaging and meaningful learning experiences
- students achieve to the highest of their learning potential.

## VALUES

***In striving to live fully and act justly, we commit ourselves to being a community which builds on four pillars:***

**LEARNING** in all forms, styles and situations, formal and informal, mutual and collegial

**STEWARDSHIP** of all in and of God's creation: self, others and the world

**COMPASSION** which, guided by respect, moves us to action

**PRAYER** as a way of living and knowing.

# 1. RELIGIOUS EDUCATION

## COURSE OUTLINE

The Year 8 Semester One Religious Education course is based on the Religious Education Curriculum Framework strands of Knowledge and Understanding, Reasoning and Responding, and Personal and Communal Engagement. The God in Creation Unit required an in depth study of the Creation stories in the Book of Genesis in the First Testament. Students identified and explored the truths that result from God's actions in Creation; God's relationship with humans, humanity's relationship with each other and our stewardship of creation. In the second unit of study, Being Catholic: Sign, Symbol and Sacrament, students examined Sacrament as encounter with God and investigated ways in which the presence of God can be revealed to them through creation, human experience, scripture and tradition.

## COURSE OVERVIEW

### Stewarding the People of God

**Pillar: Stewardship of all in and of God's creation - self, others and the world**

In striving to live fully and act justly, we commit ourselves to being a community which builds on four cornerstones.

- Learning: in all forms, styles and situations, formal and informal, mutual and collegial
- Stewardship: of all in and of God's creation: self, others and the world
- Compassion: which, guided by respect, moves us to action
- Prayer: as a way fo living and knowing.

In all we do, say and are, our mission and privilege is to invite all in our community into a life lived in relationship with the God we proclaim and seek, in a world which awaits the fullness of God's love.

The Semester One Religious Education Curriculum consists of two units of study;

### God in Creation & A Kingdom of Justice

Students will explore the 'truth' of the Creation Stories and how these call us to build the Kingdom of God through our relationships with God, each other and our world.

Students will be assessed using the achievement standards as outlined in the Religious Education Curriculum Framework. The achievement standards are written as three strands of learning;

- Knowledge and Understanding
- Reasoning and Responding
- Personal and Communal Engagement

#### ASSESSMENT TASKS

1. **God In Creation:** The Truths of the Creation Story and Social Media
2. **Being Catholic:** Sign, Symbol and Sacrament – Media Presentation

## 2. ENGLISH / ENGLISH SKILLS

### COURSE OUTLINE

The Year 8 English course follows the Victorian Curriculum modes of Reading and Viewing and Writing. In Semester One, students investigated how stories are constructed. Students analysed three of Edgar Allan Poe's short stories in order to complete a written analysis. Students then created their own short story utilising all of the narrative elements studied. Finally, students undertook a film text study of 'Where the Wild Things Are' and examined the film techniques.

### COURSE OVERVIEW

The Year 8 English course is based on the Victorian Curriculum strands of Reading and Viewing, Writing, and Speaking and Listening. As students work towards the achievement of Level 8 standards they will study the two units: Short Stories and The World We Live In - 'Where the Wild Things Are'.

Students explore the following subject areas:

- Edgar Allan Poe as a storyteller
- Three short story texts of Edgar Allan Poe
- Comprehension strategies to understand texts
- Analysis of stories
- Usage and explanation of relevant evidence
- Evaluative vocabulary
- TEEEL structured writing
- Understand and utilise narrative structure, narrative voice, characterisation, and setting
- Use of descriptive language
- Sentence structure (simple sentences, compound sentences, and complex sentences)
- Impact of punctuation
- Refine vocabulary choices
- Create a short story
- Editing and refining own work
- Film as text
- Film techniques and its impact on the audience
- Essay writing
- Exam preparation

### ASSESSMENT TASKS

1. Edgar Allan Poe Stories Analysis (Introduction and Two Paragraphs)
2. Creative Writing - Short Story
3. Semester One Exam

### 3. MATHEMATICS

#### COURSE OUTLINE

The Year 8 Mathematics course was designed around the Victorian Curriculum content strands of Number and Algebra and Statistics & Probability. In Semester One, students have extended their knowledge and understanding of the number system to compare, order and make calculations with positive and negative integers, decimals and fractions. As part of the percentages unit, students have solved real life problems of percentage decrease and increase including profit, loss and discounts, with and without the use of technology. Students have also been introduced to the different ways that situations can be modeled and calculated when dealing with probability including two-way tables and Venn diagrams. Each unit provided opportunities for students to work on the Mathematical Proficiencies of Understanding, Fluency, Reasoning and Problem Solving.

#### COURSE OVERVIEW

Term 1 (9 weeks)				Skill Revisit
Week	Topic	Victorian Curriculum	Content description	
1 - 4	Integers	VCMNA273	Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies and make estimates for these computations (VCMNA273)	Drawing a number line accurately Adding & Subtracting positive & negative Integers Correct order of operations
5 - 9	Fractions (addition & subtraction), Decimals & Percentages (multiplication) with technology.	VCMNA273 VCMNA274 VCMNA276 VCMNA278	Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies and make estimates for these computations (VCMNA273) Investigate terminating and recurring decimals (VCMNA274) Solve problems involving the use of percentages, including percentage increases and decreases and percentage error, with and without digital technologies (VCMNA276) Solve problems involving profit and loss, with and without digital technologies (VCMNA278)	Simplifying fractions  The four operations involving fractions.  Calculating Percentages
Term 2 (10 weeks)				Skill Revisit
1-5	Algebra (Part 1)	VCMNA279 VCMNA280 VCMNA281 VCMNA282	Extend and apply the distributive law to the expansion of algebraic expressions (VCMNA279) Factorise algebraic expressions by identifying numerical factors (VCMNA280) Simplify algebraic expressions involving the four operations (VCMNA281) Use algorithms and related testing procedures to identify and correct errors (VCMNA282)	Algebra terminology  Identifying Like terms
6	Exam Revision			
7	Exam Tuesday 4th June			
8-9	Measurement Time	VCMMG290	Solve problems involving duration, including using 12- and 24-hour time within a single time zone (VCMMG290)	Telling the time on analogue clocks
10	Exam Feedback			

#### ASSESSMENT TASKS

- Integers

## 4. HEALTH

### COURSE OUTLINE

In Health classes, students have worked through the Victorian Curriculum achievement standard of Personal, Social and Community Health. Students explored the concept of health in the community; investigating the situations of a character who has been affected by a health related issue and strategies that they can use to assist their character. Students have looked at the growing epidemic of sugar with food and how this can impact health and nutrition. They have also explored personal identity and values and looked at the various ways in which a person's identity is influenced.

### COURSE OVERVIEW

In Health classes, students have explored the concept of health in the community; investigating the situations of a character, who has been affected by a health related issue, and strategies that they can use to assist their character. Students have looked at the growing epidemic of sugar with food and how this can impact health and nutrition. They has also explored personal identity and values and looked at the various ways in which a person's identity is influenced.

Students will explore the following areas:

#### **Community Health:**

- Health information and services
- Location of essential services in their local area
- Areas of health
- Lifestyle diseases and preventative practices
- Opportunities to participate in the community
- Benefits of good health to the community
- Determinants of Health
- Private Health Insurance & Ambulance Cover
- Dealing with Injuries

#### **Nutrition: Sugar**

- The different types of sugar
- How did sugar become so widespread
- How much sugar is hidden in food
- The effects sugar has on the body
- Reducing sugar consumption

#### **Personal Identity:**

- Personal identity and how it is developed
- Values - what is important to us?
- The influences on personal identity, particularly media and social media.
- Body image and perceptions on what is considered 'perfect'.



**ASSESSMENT TASKS**

1. Community Health/Common Illness' Personal Profile
2. Nutrition and Sugar Quiz
3. Personal Identity Passbook Activities

## 5. PHYSICAL EDUCATION

### COURSE OUTLINE

Students in Year 8 have worked on the Victorian Curriculum achievement standard of Movement and Physical Activity. During Physical Education classes, students have had an opportunity to participate and enhance their skill development and tactics in softball. Students have explored the concept of gymnastics and collaboratively designed and performed a gymnastics routine. Students have also demonstrated the required skills of AFL, outlining strategies and tactics to benefit their team in both attack and defense.

### COURSE OVERVIEW

During Physical Education classes, students will have an opportunity to participate and enhance their skill development and tactics in the game of Softball. Students will explore the concepts of gymnastics and collaboratively designed a gymnastics routine. Students will also demonstrate the required skills of AFL, outlining strategies and tactics to benefit their team.

Students explore the following subject areas:

- Softball
- AFL
- Gymnastics

### ASSESSMENT TASKS

1. **Softball** - Participation, Skill Development, Teamwork, Strategies and Tactics
2. **Gymnastics** - Participation, Skill Development, Teamwork
3. **AFL** - Participation, Skill Development, Teamwork, Strategies and Tactics

## 6. HUMANITIES

### COURSE OUTLINE

The Year 8 Semester One Humanities course is based on the Victorian Curriculum and includes the focus areas of Civics and Citizenship and History.

### COURSE OVERVIEW

Within Civics and Citizenship, students explore the Australian Constitution, its features, principles and how values shape Australia's democracy. They explore the responsibilities and freedoms of citizens and how citizens can participate in Australia's democracy.

Within History, students study the end of the ancient period to the beginning of modern history when major civilisations around the world came into contact with each other. Students explore Medieval Europe, Japan Under the Shoguns and Renaissance Italy.

The Year 8 Humanities course covers the following topics;

#### **Civics and Citizenship:**

- Understanding the Australian Parliament and the process of law making
- Understanding the process of Elections
- Showing an understanding of Referendums and Constitutional change
- Understanding the Justice System

#### **History:**

- How we know about the ancient past-
- Why and where earliest societies developed
- The defining characteristics of ancient societies
- How societies changed from the end of the ancient period to the modern age
- How key beliefs and values emerged and how they influenced societies
- The causes and effects of contact between societies in this period
- The significant people, groups and ideas from this period that have influenced the world today

#### **ASSESSMENT TASKS**

1. **Civics and Citizenship:** 1967 Referendum Video
2. **History:**
  - The Plague Source Analysis
  - Japan Under the Shoguns: Feudal Comparison
  - Renaissance Italy Task

## 7. SCIENCE

### COURSE OUTLINE

The Year 8 Science course is based on the Victorian Curriculum strands of Science Understanding, Science Inquiry Skills and Critical & Creative Thinking. In working towards the Level 8 standards, students learn the skills to use a microscope, explore different types of cells and investigate different types of body systems. The Energy Transformations unit examined how potential energy is converted into kinetic energy, energy efficiency models and explored the different types of waves of energy.

### COURSE OVERVIEW

The Year 8 Science (Semester One) course is based on Victorian Curriculum strands of Science Understanding and Science Inquiry Skills. As students work towards the achievement of Level 8 standards they will work to understand the following concepts and attain the following skills:

#### Cells & Body Systems:

- To be able to correctly use a microscope
- To be able to scientifically draw an image under a microscope
- To understand the cell theory of life
- To be able to identify important cell organelles
- To be able to distinguish between a cell, organ, tissue, system
- To be able to define the function Circulatory System
- To be able to define the structure and function of the Digestive System

#### Energy Transformations:

- To be able to define what energy is
- To understand that energy can be changed from one form to another form
- To understand that energy is neither created nor destroyed
- To be able to name the different types of energy
- To identify types of insulation
- Identify ways of reducing energy usage in the home
- Identify the difference between static and circuit electricity?
- Understand the components of an electrical circuit

#### ASSESSMENT TASKS

1. 3D Cell Model Assessment Task
2. Cell and Microscope Concept Map
3. Body Systems Concept Map
4. Heart Dissection Practical Report
5. Energy Transformations Test
6. Energy Transformations Concept Map

## **8. PASTORAL CARE**

### **COURSE OUTLINE**

Students at Year 8 explored "Positive Relationships". They were engaged in a range of activities where students began to understand the importance of being connected to other individuals and groups. They learnt how to ensure others within their community were able to further develop their peer relationships. Students participated in opportunities to learn about how to keep well and to fully embrace life (Live Fully). They also actively participated in "Live Fully, Act Justly" day at the College, and completed the "About You" survey from the Department of Education.

## 9. LANGUAGE: ITALIAN

### COURSE OUTLINE

The Year 8 Italian course is based on Victorian Curriculum strands of Communicating and Understanding. In Semester One, Year 8 students of Italian have studied the following topics: Carnevale, Transport and Food. In this unit, students have developed their Italian communication skills and have been assessed in the areas of writing, reading, listening and speaking.

### COURSE OVERVIEW

The Year 8 Italian course is based on Victorian Curriculum strands of Communicating and Understanding. In Semester One, Year 8 students of Italian have studied the following topics: Transport and Food. In this unit students have developed skills and been assessed in the areas of writing, reading, listening and speaking.

Students explore the following subject areas:

- Carnevale
- Hobbies and the weekend
- Transport in Italy

#### ASSESSMENT TASKS

1. Writing - Carnevale
2. Listening - Tempo Libero?
3. Reading - Che cosa fai la domenica?
4. Speaking- Coa fai il weekend?

## **10. FOOD TECHNOLOGY** SEMESTER UNIT

### **COURSE OUTLINE**

The Year 8 Food Technology course is based on the Victorian Curriculum Strands and Sub-strands as follows: Technologies and Society; Technologies Contexts: Food Specialisations; Creating Designed Solutions: Investigating, Generating, Producing, Evaluating and Planning and Managing. Students studied food safety and hygiene, balanced diets, nutrient groups, and food selection. They participated in cooking practical lessons, producing a range of foods while building on their knowledge and skills. Students were required to design and cook a chosen egg-based breakfast which equated to 50% of their overall mark. Students also completed a written test which tested their knowledge on food safety and hygiene and food and nutrient groups which equated to 25% of their overall mark. Lastly after cooking students were required to evaluate the cooking process and end result, equating to also 25% of their overall mark. Through cooking and eating, they learnt to eat well for the future, and discovered many ways to prepare and creatively present a range of recipes.

### **COURSE OVERVIEW**

By the end of Year 8, students will be able to explain factors that influence the design of products, services and environments to meet present and future needs. They will be able to explain the contribution of design and technology innovations and enterprise to society. Students will be able to 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.

#### **ASSESSMENT TASKS**

1. Beautiful Breakfasts
2. Year 8 Technology Test
3. Food Technology Folio

## **11. MATERIAL TECHNOLOGIES** SEMESTER UNIT

### **COURSE OUTLINE**

The Year 8 Materials Technology course was based on the Victorian Curriculum strands of Investigating, Generating, Producing, Evaluating and the Personal and Social Capability. Students consolidated skills taught in Year 7 in order to complete two main projects in wood and fabrics. They completed design briefs that related to each medium, which asked the students to research information and ideas, design and annotate their ideas, and finally, produced and evaluated the two projects.

### **COURSE OVERVIEW**

Students develop skills in two different mediums including wood and fabric. Throughout the woodwork project they will use the specifications of a design brief as a guide to make and paint a pencil box. The fabric project allows students to gain hand and machine sewing techniques and demonstrate these skills in the creation of a textiles project. This course serves as a foundation for further studies in this area.

#### **ASSESSMENT TASKS**

4. **Textiles** - Cushion Cover
5. **Woodwork** – Pencil Box



## **12. PERFORMING ARTS: DRAMA AND MUSIC** SEMESTER UNITS

### **DRAMA** SEMESTER UNIT

#### **COURSE OUTLINE**

The Year 8 Drama course is designed around the Victorian Curriculum Strands of Explore and Express Ideas, Drama Practices, Present and Perform and Respond and Interpret. This unit is designed to experiment with a range of dramatic forms and performance conventions, including improvisation and masked theatre styles. The Assessment tasks completed this Semester were; Melodrama Ensemble Performance and Greek Theatre Ensemble Performance.

#### **COURSE OVERVIEW**

The Year 8 Drama course is designed around the Victorian Curriculum Strands of Explore and Express Ideas, Drama Practices, Present and Perform and Respond and Interpret. This unit is designed to experiment with a range of dramatic forms and performance conventions, including improvisation and masked theatre styles. Throughout the Semester students learn about improvisation, role play, development of character, masks, Melodrama and Greek Theatre history.

Investigation into:

- Improvisation
- Melodrama
- Role play
- Character development
- Greek Theatre
- Script writing

#### **ASSESSMENT TASKS**

1. Melodrama Ensemble Performance
2. Greek Theatre Ensemble Performance

# PERFORMING ARTS

## MUSIC SEMESTER UNIT

### COURSE OUTLINE

The Year 8 Music course was designed around the Victorian Curriculum strands as follows: Explore and Express Ideas, Music Practices, Present and Perform, and Respond and Interpret. Personal and Social Capabilities included: Self Awareness and Management and Social Awareness and Management. The course was designed around investigating and exploring the music elements through studying 12 Bar Blues, World music styles and composing harmony and rhythm. Practical performances involved the use of a variety of instruments.

### COURSE OVERVIEW

The Year 8 Music course is based on the Victorian Curriculum Strands of Explore and Express Ideas, Music Practices, Present and Perform, Respond and Interpret.

Students explore the following subject areas:

- 12 Bar Blues
- The Elements of Music
- Composition
- World Music
- Rock Music
- Performance

#### ASSESSMENT TASKS

1. Chord Progression Composition (Guitar or Keyboard)
2. Solo or Group Performance on guitar, keyboard or other chosen instrument

## **13. VISUAL ARTS** SEMESTER UNIT

### **COURSE OUTLINE**

The Year 8 Visual Arts course is based on the Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform. Students investigated different contemporary and traditional art forms, artists and styles to develop an understanding of the concept of artistic creativity. Year 8 Visual Art was semester based and allowed students an insight into a variety of mediums through the exploration of print making, street art, drawing, painting and clay. Students completed a dry point etching based on an animal design and a street artwork design based on their exploration of contemporary art and their urban arts excursion.

### **COURSE OVERVIEW**

The Year 8 Visual Arts course is based on the Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform.

#### **Students explore the following subject areas:**

Dry point etching techniques.

Street Art.

Pottery.

#### **ASSESSMENT TASKS**

1. Dry point etching
2. Street Art

## **14. VISUAL COMMUNICATION DESIGN** SEMESTER UNIT

### **COURSE OUTLINE**

The Year 8 Visual Communication Design subject was a semester long course based on the Victorian Curriculum strands of Explore and Represent Ideas, Visual Communication Design Practices, Present and Perform, Respond and Interpret. Students worked towards the achievement of Level 8 standards.

Students were assessed on tasks relating to the Elements and principles of design, the design process, planning and producing design solutions, two-dimension and three-dimensional drawing, rendering, and digital design.

### **COURSE OVERVIEW**

The Year 8 Visual Communication Design subject was a semester long course based on the Victorian Curriculum strands of Explore and Represent Ideas, Visual Communication Design Practices, Present and Perform, Respond and Interpret. Students worked towards the achievement of Level 8 standards.

Students explored the following subject areas:

- Elements and principles of design
- The design process
- Planning and producing design solutions
- Two-dimension and three-dimensional drawing
- Rendering
- Digital design

#### **ASSESSMENT TASKS**

1. Stamp Design
2. Geometric Symmetrical Designing
3. Oblique and Isometric Composition

## 15. SEMESTER ASSESSMENT CALENDAR

The calendar below is to be used as an indicative guide for the times of assessment tasks for Year 8 in Semester One. Timings of assessment tasks are subject to change based on school activities and events.

### Term One

	Assessment Task	Assessment Task	Assessment Task	Assessment Task
Week 1				
Week 2				
Week 3				
Week 4	Science 3D Cell Model	Science Cells Concept Map	Humanities 1967 Referendum Video	
Week 5				
Week 6	Italian Writing Test	PE Softball	English Poe Analysis Paragraphs	
Week 7				
Week 8	Drama Melodrama Performance	Science Heart Dissection Practical Report	RE God in Creation: The Truth's in the Creation Story and Social Media	Music Chord Composition
Week 9	Health Community Health Task			

### Term Two

	Assessment Task	Assessment Task	Assessment Task	Assessment Task
Week 1	English Short Stories			
Week 2	Science Body Systems Concept Map	Italian Listening Test		
Week 3	PE AFL	Italian Reading Test	Humanities Black Death Source Analysis	
Week 4	Food Technology Beautiful Breakfast	Health Sugar Nutrition		
Week 5				
Week 6	Humanities Feudalism Comparison			
Week 7	English Essay			
Week 8	RE Building the Kingdom of God	Music Performance		
Week 9	Science Energy Transformation Test	Drama Greek Theatre	Humanities Renaissance Task	Food Technology Folio
Week 10	Food Technology Test	Health Personal Identity Passbook		PE Gymnastics