



YEAR 8 COURSE OUTLINE SEMESTER 2

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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

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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 Religious Education course was based on the Religious Education Curriculum Framework.

The 'Building Christian Communities' unit examined the establishment of the early Christian Church by researching the events and people of the past who have helped to shape the Church that Catholic community know today. In the 'Being Catholic: Sign, Symbol and Sacrament' unit, 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.

In Semester two the Religious Education Curriculum consists of two units of study;

Early Christian Communities

Students explore the 'Building of Early Christian Communities' and examine the establishment of the early Christian Church by researching the events and people of the past who have helped to shape the Church that Catholic community know today.

Being Catholic: Sign, Symbol and Sacrament

The 'Being Catholic: Sign, Symbol and Sacrament' unit, 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.

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

By the completion of Year 8 students are expected to demonstrate their;

Knowledge and Understanding by explaining the Catholic Tradition and its elements by presenting a well-developed evidence-based argument to support their reasoning, interpretation in the context of other perspectives.

Reasoning and Responding by interpreting their life in dialogue with the Catholic Tradition and the cultural context by critically analysing the complexity and significance of a variety perspectives on the issues.

Personal and Communal Engagement by reflecting on experiences that provoke spiritual and religious insights by considering what has shaped their religious views, ethical and spiritual lives.

By integrating new insights by evaluating possible responses to demanding local and global issues.

ASSESSMENT TASKS

1. **Early Christian Communities:** Assessment Task 50%
2. **Being Catholic Sign, Symbol and Sacrament:** Presentation – 50%

2. ENGLISH / ENGLISH SKILLS

COURSE OUTLINE

The Year 8 English course follows the Victorian Curriculum modes of Reading and Viewing, Writing, and Speaking and Listening. In Semester Two, students explored persuasion and advertising to create their persuasive product advertisement. Students then deconstructed newspaper articles to complete a written article analysis. Furthermore, students undertook a novel study of 'Tomorrow, When the War Began' to analyse events, themes, and characters. Finally, students demonstrated their text understanding through the Semester Two Exam - Persuasive Essay.

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: Analysing Argument and Language and 'Tomorrow, When the War Began' (novel study).

Students explore the following subject areas:

- Persuasion
- Persuasive Techniques
- Persuasive Techniques and their impact
- Types of advertisements
- Advertising
- Advertising techniques
- Oral presentation skills
- Script writing
- Justification of choices made
- Newspaper articles
- Articles analysis
- Usage and explanation of relevant evidence
- Evaluative vocabulary
- Writing conventions (spelling, punctuation, capitalisation, sentence structure, and grammar)
- Editing and refining own work
- Novel as text
- Comprehension of text
- Author study
- Themes analysis
- Characters analysis
- Events analysis
- Setting
- Symbolism
- War Correspondents and war reporting
- Text metalanguage
- Language to convey emotion
- Persuasive writing

- Persuasive language
- Essay writing
- Exam preparation

ASSESSMENT TASKS

1. Advertisement
2. Article Analysis
3. Creative Podcast
4. Semester Two Exam – Persuasive Essay

3. MATHEMATICS

COURSE OUTLINE

This Year 8 course is designed around the Victorian Curriculum content strands for Mathematics and the associated proficiency standards. In Semester Two, students studied Time duration and converted 12- and 24-hour time. In Measurement, students converted units and applied formulae to calculate the perimeter and area of shapes. In Algebra, students apply the index laws and solve linear equations. In Geometry, students study congruence of shapes and use transformations to produce tessellations.

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

Year 8 students have been working on the standards of Personal, Social and Community Health and Movement and Physical Activity. During Health classes, students studied and were assessed on concepts relating to: the changes in the body throughout puberty as well as the anatomy and functions of the Reproductive System; the effects that drinking alcohol has on the human body and the community; and understanding the beneficial effects of the development of personal fitness components.

COURSE OVERVIEW

The Year 8 Health Education course is based on the Victorian Curriculum standards of Personal, Social and Community Health, and Movement and Physical Activity. In particular, the Reproduction content has been scaffolded as a progression from Year 7 Puberty studies, and will progress into the Years 9 and 10 Sexuality and Relationships concepts.

Students will explore the following subject areas:

- Puberty review
- Male Reproductive System
- Female Reproductive System
- Conception and Implantation
- Growth in the Womb
- Breast Feeding
- Alcohol and drug awareness
- Effects of alcohol
- Fitness Components awareness
- Fitness testing

ASSESSMENT TASKS

1. The Creation of Life from Conception to Birth
2. The Effects of Alcohol Video
3. Fitness Testing and Analysis

5. PHYSICAL EDUCATION

COURSE OUTLINE

Students in Year 8 have been working on the 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 Basketball, whilst taking on roles and responsibilities such as refereeing, scoring, coaching and collecting statistics. Students also actively participated in Thunder Hoc, demonstrated the basic skills of Bike Education and built on their navigation skills in the Orienteering unit.

COURSE OVERVIEW

Students in Year 8 are working on the standard of Movement and Physical Activity. During Physical Education classes, students have an opportunity to participate and enhance their skill development and tactics in the game of Basketball and Thunder Hoc. Students demonstrate the basic skills of Bike Education and build on their navigation skills by navigating their way around the school using a compass during the Orienteering Unit.

Students explore the following subject areas:

- Thunder Hoc
- SEPEP Basketball
- Orienteering and Bike Education

ASSESSMENT TASKS

1. **Thunder Hoc**- Participation, Skill Development, Teamwork, Strategies and Tactics
2. **SEPEP Basketball** - Participation, Skill Development, Teamwork, Strategies and Tactics
3. **Orienteering and Bike Education** - Participation, Skill Development, Teamwork, Strategies and Tactics

6. HUMANITIES

COURSE OUTLINE

The Year 8 Semester Two Humanities course was based on the Victorian Curriculum focus areas of Economics and Geography. Students considered what it means to be a consumer, worker and producer in the market and explored the relationship between these groups. Within Geography, students focus on the concept of change through an investigation of the changing human geography of countries. They also investigate geomorphology through a study of landscapes and their landforms.

COURSE OVERVIEW

The Year 8 Semester 2 Humanities course is based on the Victorian Curriculum and includes the focus areas; Economics and Geography.

Within Economics, students explore the changing nature of work in Australia. They consider what it means to be a consumer, worker and producer and examine the relationships between these groups. Students investigate the rights, responsibilities and opportunities that arise for businesses and explore the ways work contributes to individual and societal wellbeing.

Within Geography, students investigate the concept of change through an analysis of the changing human geography of countries with a focus on shifts in population distribution – an indicator of economic and social change. They explore the process of urbanisation and the reasons for the high level of urban concentration in Australia, whilst also examining issues related to the management and future of Australia's urban areas. Furthermore, students investigate geomorphology through a study of landscapes and their landforms, with a particular focus on mountainous and volcanic regions. They develop their understanding of the concept of environment and enable them to explore the significance of landscapes to people. Students apply geographical knowledge and skills gained throughout the unit in a field work study towards the end of the term.

The Year 8 Humanities course covers the following topics;

Economics

- How work contributes to societal wellbeing
- The changing nature of work in Australia
- Factors that influence the work environment
- The importance of personal, organisational and financial planning for the future

Geography

- Population distribution
- Urbanisation
- People's perceptions of places and environments
- The interconnections between places, people and environments
- Consequences of changes to places and environments
- Geomorphology – how mountains and volcanoes are formed over time

ASSESSMENT TASKS

1. **Economics:** World of Work Report
2. **Geography:**
 - Changing Nations Class Test
 - Landscapes and Landforms Geomorphology Assessment

7. SCIENCE

COURSE OUTLINE

The Year 8 Science course was based on the Victorian Curriculum strands of Science Understanding and Science Inquiry Skills. As students worked towards the achievement of Level 8 standards in Semester Two, they were assessed on tasks relating to the following topics: Physical and Chemical Change and Geology, comprising of rocks, mining and plate tectonics.

COURSE OVERVIEW

The Year 8 Science 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 explore the following subject areas:

- Chemistry - States of Matter
- The Particle Model
- Density
- Chemical and Physical Properties & Change
- Chemical Reactions
- Geology - Structure of the Earth
- Types of Rocks and The Rock Cycle
- Fossils
- Plate Tectonics & Boundaries
- Earthquakes, Volcanoes & Tsunamis.

ASSESSMENT TASKS

1. Ball and Ring Practical Experiment Report
2. Element Research Task
3. Organ Pipes Field Trip Booklet
4. Geology Unit Test
5. Concept Map (Physical and Chemical Change)

8. PASTORAL CARE

COURSE OUTLINE

Students at Year 8 explored Behaviours within Relationships. Students participated in a range of activities to gain and understand of the correlation between; resilience, empathy, diversity, and relationships. They learnt that relationships exist in many forms and different skills are required to successfully navigate them. Students participated in opportunities to learn about how to adjust and adapt to their changing world and to fully embrace life (Live Fully). They also actively participated in “Live Fully, Act Justly” day at the College.

9. LANGUAGE: ITALIAN

COURSE OUTLINE

The Year 8 Italian course is based on Victorian Curriculum strands of Communicating and Understanding. In Semester 2, Year 8 students of Italian have studied the following topics: Paesi, Nazionalità e Lingue- Countries, Nationalities and Languages and Il Cibo Italiano- Italian 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 1, Year 8 students of Italian have studied the following topics: Countries, Nationalities and Languages 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:

- Countries, Nationalities and Languages
- Italian Food & Culture

ASSESSMENT TASKS

1. Writing – Paesi, nazionalità, lingue
2. Listening – Chi sono questi gemelli?
3. Reading – Il Cibo - Food
4. Speaking- Swinburne Italian Poem Recital

10. FOOD TECHNOLOGY SEMESTER UNIT

COURSE OUTLINE

The Year 8 Food Technology course was 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 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

1. **Textiles** - Cushion Cover
2. **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 is 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 and Social Awareness Management. The course is designed around investigating and exploring the music elements through studying 12 Bar Blues, World music styles and composing harmony and rhythm through the use of ICT (Garageband). Practical performances involved the use of a variety of instruments including: Piano, Guitar, Ukulele, Drums and / or Voice.

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. World Music Composition (Garageband)
3. Solo or Group Performance on guitar, keyboard or other chosen instrument

13. VISUAL ARTS SEMESTER UNIT

COURSE OUTLINE

The Year 8 Visual Arts course was 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, drawing, painting and clay.

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.
- Pottery
- Street Art
- Elements and Principles of Art

ASSESSMENT TASKS

1. Pinch Pottery
2. Dry point Etching

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. Company Logo and Packaging
2. Geometric Symmetrical Designing

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