



**St Michael's**  

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**C O L L E G E**

**YEAR 8 2019  
CURRICULUM  
HANDBOOK**

## Welcome to St Michael's College Year 8, 2019

The following pages contain information regarding core (compulsory) subjects along with elective subjects for Year 8, 2019.

Please read carefully before making elective subject choices which will be completed online.

### CORE (COMPULSORY) SUBJECTS: Full Year Subjects

ENGLISH	ITALIAN
GEOGRAPHY	MATHEMATICS
HEALTH AND PHYSICAL EDUCATION	RELIGION
HISTORY	SCIENCE

### CORE ELECTIVE TECHNOLOGY SUBJECTS: One Semester Subjects (STUDENTS SELECT ONE TECHNOLOGY SUBJECT)

<b>DESIGN AND TECHNOLOGIES</b> (eg: Woodwork, Metal Fabrication, CAD, Electronics)	<b>DIGITAL TECHNOLOGIES</b> (eg: Computer Systems, Programming)
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### CORE ELECTIVE ARTS SUBJECTS: One Semester Subjects (STUDENTS WILL THEN SELECT ONE ARTS SUBJECT)

ART	DRAMA
DANCE	*MUSIC ADVANCED A

STUDENTS WILL THEN SELECT 2 SUBJECTS FROM FREE CHOICE OF ELECTIVES IN ORDER OF PREFERENCE ALONG WITH 2 RESERVE SUBJECTS: One Semester Subjects  
**STUDENTS MUST NOT SELECT A TECHNOLOGY OR ART SUBJECT ALREADY CHOSEN IN PREVIOUS SELECTION**

ART	DRAMA
BUSINESS, FINANCE AND THE LAW	*MUSIC ADVANCED B Student wishing to select full year of Music must select Music Advanced A along with Music Advanced B
DANCE	MUSIC EXPERIENCE
DESIGN AND TECHNOLOGIES	MUSIC TECHNOLOGY
DIGITAL TECHNOLOGIES	

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## CORE SUBJECTS

### ENGLISH

#### Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

#### Content

Students engage with a variety of texts.

They interpret, create and evaluate a wide range of literary and everyday texts. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts.

Texts studied often address themes and issues, higher order thinking and intertextual references. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports and discussions.

#### Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks.

### GEOGRAPHY

#### Description

Year 8 Geography provides students with an understanding of the processes that shape landforms and landscapes and why places are important to people

Students will consider why the Adelaide Metropolitan coastline is changing. They investigate how populations around the world are changing as a result of migration and urbanisation and why our suburbs are changing.

The students will also complete the Honest Learning program which considers issues such as plagiarism and the importance of referencing. This course consists of 6 lessons per week for one semester.

#### Content

##### Restless Earth

Students gain an understanding of landscapes and landforms and why they are important to people. They study the significance of the Adelaide region for the Kuarna peoples. They complete units of work exploring the way deserts and coastal environments are shaped by processes of erosion, deposition and weathering.

##### Restless People

Students gain an understanding of urbanisation and migration and how they shape our cities. They complete units of work exploring the impact of these processes on Australia, the United States of America and China.

#### Assessment

This includes:

##### Fieldwork Report

- An excursion to Seacliff and Brighton
- Group task
- 2 Inquiry research tasks
- Portfolio of classwork

## CORE SUBJECTS

### HEALTH AND PHYSICAL EDUCATION

#### Description

Health and Physical Education teaches students how to enhance their own and other's health, safety, wellbeing and physical activity participation in varied and changing contexts.

It offers students an experiential curriculum that is contemporary, relevant, challenging enjoyable and physically active.

The central aspect of the curriculum is the content and achievement standards.

There are two content strands:

- Personal, social and community health
- Movement and physical activity

#### Content

Across the course students will undertake between 6-8 practical units consisting of individual and team sports, both indoor and outdoor, which will challenge students to experience a range of movement activities and to develop further movement competence and confidence.

It also supports and encourages lifelong physical activity participation and physical literacy. Students will also undertake a focus on various community based health issues as part of the curriculum. The areas of learning in the Movement and physical activity strand to be addressed include, but is not limited to:

- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

#### Assessment

Assessment is based on achievement standards from both curriculum strands in both the practical and theoretical based units.

### HISTORY

#### Description

The Ancient to the Modern World:

The Year 8 Australian Curriculum for History provides a study of History from the end of the ancient period to the beginning of the modern period, c.650-1750 AD (CE). 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

#### Content

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students undertake an overview and three Depth Studies which include:

- Medieval Europe (c.590-c.1500)
- Expanding Contacts - The Black Death in Asia, Europe and Africa.
- The Asia-Pacific World - Japan under the Shoguns (c 794-1867)

#### Assessment

This may include the following:

- Sources Analysis
- Multi-modal and/or displays
- Extended writing (eg: developing essay skills, reports and note-taking)

## CORE SUBJECTS

### ITALIAN

#### Description

Through the study of Italian, students enhance their literacy, while developing communication skills in both Italian and English. Students reflect on their first language, themselves and others, developing intercultural understanding, a valuable and sought-after 21<sup>st</sup> century capability for effective communication.

Students engage in analytical, critical, creative and reflective thinking to help them to become effective and organised communicators.

Italian is used in classroom routines, structured discussions and to communicate about both the students' immediate world and the Italian-speaking communities. English is mostly used to compare language and cultural systems, offer opinions and reflect on learning.

#### Content

Students listen to, view, read and respond to a variety of authentic texts. They interpret information, interact with others and create more detailed descriptions of people, places, events, conditions, likes, dislikes and preferences, narrate events and talk about their personal world.

Topics include:

- Self and others: Stereotypes & identity; Family Home; Cultural celebrations; Entertainment; School; Comparing education systems; Celebrations; The animal kingdom & behaviour.

#### Assessment

- Communicating tasks: Listening, Speaking, Reading, Writing
- Understanding Language: Grammar and vocabulary tests
- Reflecting tasks (in English)

### MATHEMATICS

#### Description

Year 8 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 personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Students are assessed according to the proficiency strands - fluency, understanding, reasoning and problem-solving. These describe how the content is developed and becomes increasingly sophisticated over the years of schooling.

#### Content

- Index Laws
- Perimeter, Circumference, Area & Volume
- Percentages, Profit & Loss
- Simplifying Algebraic Expressions
- Graphing & Solving Linear Equations
- Congruent Shapes
- Rates & Ratios
- Representing Probability Events
- Representing Data, Outliers

#### Assessment

Each semester:

3 tests @ 25% ea = 75%

1 Directed Investigation @ 25% = 25%

## CORE SUBJECTS

### RELIGIOUS EDUCATION

#### Description

The purpose of Religious Education at St Michael's College is to deepen students' understanding of the Catholic Tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church, our Lasallian heritage and wider society.

Catholic Schools in South Australia utilise a Religious Education Framework entitled Crossways. Other aspects connected with, contained within the Religious Education curriculum, include the Catholic Education SA. Made In the Image of God (MITIOG) Program. As members of the school community, learners have opportunities to dialogue with the Catholic Tradition, fostering new understandings of its beliefs, morals, ethics and values and understandings of themselves.

#### Content

- St John Baptist de La Salle, our Lasallian Tradition and St Michael's College (Meaning of FSC and Signum Fidei, Story of St Michael, SMC Crest and Lasallian Saints / Blessed / Venerables and Martyrs)
- Introduction to the Mass, the Eucharist and the Liturgical Cycle
- Our Wellbeing and Relationship with God in Prayer
- Exploring the Bible and Old Testament
- Getting to Know Jesus and the New Testament

#### Assessment

##### FIRST TERM

##### Assessment Task 1 (20%)

- De La Salle

##### Assessment Task 2 (20%)

- The Mass and the Eucharist
- Course work and Participation Grade (10%)

##### SECOND TERM

##### Assessment Task 3 (20%)

- Old Testament

##### Assessment Task 4 (20%)

- New Testament and Jesus
- Course work and Participation Grade (10%)

### SCIENCE

#### Description

In Year 8 Science students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change.

They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

#### Content

##### Biological Sciences

- Cells
- Body systems
- Organisms
- Classification & Hierarchy of Life

##### Chemical Sciences

- Matter & Particle Theory
- Physical & Chemical Changes
- Properties & Behaviours of substances

##### Physical Sciences

- Energy & Forces
- Electrical Circuits
- Renewable Energy

##### Earth Science

- Classification of Rocks
- The Rock Cycle
- Minerals of the Earth & Mining

#### Assessment

- Topic Tests
- Research Assignments
- Creating Models
- Practical Investigations
- Investigative Designs
- Investigative Report Writing
- Oral Presentations/Debates

## ELECTIVE SUBJECTS

### ART

#### Description

This course has been specifically designed for students who wish to extend their skills by exploring a variety of artistic styles, methods and media.

Exposure to new ways of making art is an important step in the journey of all young artists as it opens up opportunities of discovery and self-expression.

Like all art forms, this course has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential.

#### Content

Students can expect to be exposed to a range of learning activities which could include:

- Painting
- Observational drawing
- Printmaking
- Sculpture
- Collage
- Design and illustration techniques
- Computer graphics

#### Assessment

- Methods and Materials Exercises.
- Folio  
Research/Idea generation/experiments/  
written responses
- Resolved Major Works

### BUSINESS FINANCE AND THE LAW

#### Description

This course allows students to explain the rights and responsibilities of consumers. It also explores how governments and individuals create budgets. They describe influences on the way people work and factors that may affect work in the future. Students analyse features of the Constitution and explain features of Australia's democracy that enable active participation. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.

#### Content

##### Rights and Responsibilities:

Students are to study what rights we have as Australian Citizens and what responsibilities go with those rights. They then branch out into International Human Rights and explore examples of situations where people are denied these rights.

##### Budgets:

Students will be shown the process of creating a budget with a particular focus on the City of Charles Sturt.

##### Australian Values:

Students will study the concepts of Freedom, Equality, Compassion, Inclusion and Responsibility. These concepts are then brought together to explain the secular nation that we currently live in.

##### The Changing Work Environment:

Students are to explore the notions of why people work and the changing nature of work in Australia.

##### Changing the Constitution:

Student will discover what the constitution is and how can it be changed via a Referendum.

#### Assessment

Case Study outlining a particular Human right that has been violated

Create a budget for every day living

Cost/Benefit Analysis of living in Australia's contemporary multicultural society.

Interview an adult who has changed their job in the past with the focus on why they made the change.

## ELECTIVE SUBJECTS

### DANCE

#### Description

This course develops students' skills in using the body as a medium for expression and communication and increases their abilities to work, create and perform individually and in a group.

This subject gives students the opportunity to explore and experience a variety of dance styles and to understand dance as an art form within a traditional and contemporary context.

#### Content

Students will learn specialised dance terminology and use this to analyse and respond to dance works.

Students will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements, genres, styles, techniques, conventions and practices. This course is predominantly practical in nature and students will be expected to actively participate.

Dance:

- focuses on technique, composition and performance
- will allow students to develop an understanding of the components of dance composition

#### Assessment

The assessment in this subject is continuous and incorporates:

- Skill development
- Performances
- Reflective and analytical skills through written responses

### DESIGN AND TECHNOLOGIES

#### Description

Design and Technology is an elective course that develops a student's ability to be innovative and creative through the planning and development of design projects. Safety and safe working methods and procedures are integral to learning in Design and Technology.

Students will study a variety of areas within the Technology field which may include Metalwork, Woodwork, Computer Aided Design, Laser Cutting Photography, Jewellery, Electronics, 3D Printing, Plastics and Structures. Students will focus on the development of skills, design, STEM knowledge and understanding and safety in the production of practical projects in a workshop environment.

#### Content

Students will develop skills and knowledge during the production of projects, they will study four of the following areas:

- Woodwork: Sliding lid box or Dragcar and chopping boards
- CAD: Developing a personalised sticker for their laptop.
- Developing: Engineering drawings of their designs, glass etching
- Metalwork: Sheet metal developments eg: pencil tins, dustpans
- Plastics: Keytag, desk tidy, toys
- Electronics - simple circuits, soldering, basic programming, light circuit
- Jewellery - necklace beads, custom casting of pendants,

#### Assessment

- Process & Production Skills: 60%
- Knowledge and Understanding: 20%
- Planning and Evaluating: 20%

## ELECTIVE SUBJECTS

### DIGITAL TECHNOLOGIES

#### Description

In this course students will distinguish between different types of networks and their defined purposes.

They will develop an understanding of how text, image and audio data can be represented, secured and presented in digital systems.

#### Content

Students will plan and manage digital projects to create interactive information. They will define and deconstruct problems in terms of functional requirements and constraints. Students will design user experiences and algorithms, and test, modify and implement digital solutions.

Students will evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

Students will analyse and evaluate data from a range of sources to model and create solutions. They will use appropriate protocols when communicating and collaborating online.

#### Assessment

Practical Components:

- File management
- Formatting text-based documents
- Image editing
- Sound editing
- Computational Thinking: Logical and creative problem solving
- Basic programming concepts
- Object Orientated Programming

Theory Components:

- Networks
- Computer Systems
- Binary
- Issues Analysis: Social Media

### DRAMA

#### Description

Students will have the opportunity to explore mime, comedy, soundscapes and characterisation. They will learn about the use of costume and make-up to enhance performance. This is a practically orientated course in which the emphasis is on developing confidence, having fun and gaining dramatic knowledge and understanding.

Students will present their end of semester work for an audience as negotiated with the teacher. They will attend a professional theatre performance to review, develop and inspire their understanding of how theatrical elements are used.

#### Content

- Teamwork and working with others
- Creating pictures on stage
- Using the body and voice
- Developing a character
- Costume & Make-up Design for theatre
- Reviewing performance
- Creating a group performance for an audience

#### Assessment

Performance: 60%

- Mime
- Soundscape
- Comedy

Folio: 40%

- Journals x 2
- Theatre Review
- Report

## ELECTIVE SUBJECTS

### MUSIC ADVANCED A and B (full year course)

#### Description

This is a full year course designed for students who have already been active participants in music for a number of years, are learning to play a musical instrument, have a particular love of Music, and a desire to further increase their musical skills, in an environment of similarly minded students.

#### Content

**Ensemble:** the majority of the class are given the opportunity to learn a brass or woodwind instrument as a second instrument. Repertoire learnt is from various styles of music including Rock, Pop, Jazz, Latin, Folk and more.

**Practical:** playing music in a class band; solo performance.

**Aural and the Elements of Music:** Theory, Aural, Music Technology.

**Music in Culture, Styles and History:** Learning about Music through history, Classical, Jazz, Rock and World Music genres

#### Assessment

##### Ensemble Performance:

Students are assessed on participation in ensemble, private practice, and commitment to an instrument. Performance of a solo piece at the end of each term on the student's main instrument.

##### Aural and the elements of Music:

Short tests.

##### Music in Culture, Styles and History:

Research and presentation on a mutually agreed topic.

### MUSIC EXPERIENCE

#### Description

This is a semester course for students who may or may not have a background in Music and wish to have an experience of Music in Year 8. There is no prerequisite for this course. However, some musical background or knowledge would be an advantage.

#### Content

**Ensemble:** students are given the opportunity to explore and manipulate the elements of music through the use of voice, body percussion, ukulele, front line and rhythm sections. Repertoire learnt is from various styles of Music including Rock, Pop, Jazz, Latin, Folk and more.

**Practical:** playing music in a class band, solo performance.

**Aural and the Elements of Music:** Theory, Aural, Music Technology.

**Music in Culture, Styles and History:** Learning about Music through history, Classical, Jazz, Rock and World Music genres

#### Assessment

##### Ensemble Performance:

Students are assessed on participation in ensemble and application to study.

##### Aural and the elements of Music:

Short tests.

##### Music in Culture, Styles and History:

An introductory research project on an artist of the student's own choice.

## ELECTIVE SUBJECTS

### MUSIC TECHNOLOGY

#### Description

This course is a one semester course aimed at students with some musical theory skills as well as a keen interest in working with computers.

Students will be predominantly working with the music software program Mixcraft 7 where they will be taught how to record, edit and manipulate audio files in a recording studio environment.

#### Content

Topics covered include:

- Introduction to DAWs
- Introduction to Mixcraft 7
- Navigating the Edit window
- Navigating the Track pane
- What are loops?
- What are Song Kits?
- What are virtual instruments?
- Piano skills 101
- How to use effects
- How to use automation
- Creating layered arrangements
- Manipulating and editing audio files
- Operating live audio equipment

#### Assessment

Assessment will be based on the successful completion of formative and summative exercises using Music Recording Software programmes as well as practical exercises based around the recording studio

UPON READING THESE  
SUBJECT DESCRIPTORS  
AND GUIDELINES IN THIS  
BOOK STUDENTS WILL  
THEN MAKE ONLINE  
ELECTIVE SUBJECT  
CHOICES AS PER  
ATTACHED INSTRUCTIONS.