JUNIOR SECONDARY CURRICULUM HANDBOOK 2024

Years 7 and 8

community challenge choice

St Michael's COLLEGE

Welcome to St Michael's College

Dear Parents and Students,

The St Michael's College community is comprised of a diverse range of cultural, social and religious backgrounds, all aspiring to a common purpose – for young people to flourish and be the best they can be.

Our staff , students and families work together to create an inclusive and respectful community where each individual is known, valued and cared for. This relational environment enables each person to feel confident to explore their curiosities, likes and interests, to flourish and to fully realise their potential. St Michael's College encourages growth through engagement, opportunity and recognition in a positive learning environment that is authentic, challenging and supportive, no matter who you are, where you come from or what you aspire to. There are many and varied pathways available for each individual, and I would encourage students to carefully consider how these can be personalised to best effect through the subject selection process.

Essentially, through a quality Lasallian education, inspired by the Gospel and a genuine concern for social justice, St Michael's students will be empowered to better choose who they become as people, learners and leaders in the world, both now and into the future.

Mr Tony Daley
Principal

Welcome to St Michael's College

Dear Parents, Caregivers, and Students,

Welcome to Junior Secondary education at St Michael's College.

This Curriculum Handbook has been prepared by College staff to provide information all Year 7 and Year 8 courses offered.

The Junior Secondary Curriculum and Timetable at St Michael's College has been planned very carefully to provide challenge and choice and to ensure students are exposed to the full gamut of subjects on offer.

In the junior secondary years students will undertake a curriculum that is contemporary, engaging and challenging within a supportive environment. Year 7 and 8 are years of discovery and exploration in which students build on their prior learning and experiences, and prepare for the rigours of the senior secondary years.

YEAR 7 CURRICULUM

As Year 7 students transition from a Primary to a Secondary setting, and gender-based classes at St Michael's College, we are committed to providing a safe environment where each individual is known, valued, and cared for. As such, each Year 7 class stays together for all subjects; the Pastoral Care Teacher takes the class for a minimum of three subjects. Specialist teachers will take the class for all other subjects either in the classroom assigned to each Year 7 class or in a specialist area such as the Art Studio, Music Suite, Design and Technologies Workshops, Drama Space, Science Laboratory etc.

In Year 7, students will have the opportunity to experience STEM (Science, Technologies, Engineering, and Mathematics), Health and Physical Education, Humanities, Languages, Religious Education, and The Arts as outlined in the Australian Curriculum Framework.

During the course of the year, all students will experience core subjects as well as those specialist subjects that generally become "elective subjects" in subsequent years. Some of these will be undertaken for a full-year, others for a semester, or for a term:

- Art
- Dance
- Design and Technologies (Woodwork, Metals)
- Computer Aided Design-CAD, Electronics, Engineering, Plastics etc)
- Digital Technologies
- Drama
- English
- Geography
- Health and Physical Education
- History
- Italian
- Mathematics
- Music
- Religious Education
- Science
- STEM

As students progress through the Junior Secondary years, they will gain more confidence, increased independence as learners, and more choice of subjects to explore their curiosities and specialise in those areas in which they are interested and in which they excel academically.

YEARS 7 and 8 SUBJECT SELECTION

During the coming months, current Year 7 and 8 students and parents/caregivers will be engaged in the process of subject selection; that is, choosing elective subjects for their course of study for the upcoming year. It is vital that information provided in this Handbook is read carefully. Students are advised to choose those subjects that will keep their options open going forward and for which they have shown an aptitude and interest.

Please note that entry into subjects is not automatic and may depend of class size, availability of resources, and the student's academic performance.

Ms Bron Kemp
Deputy Principal Teaching and Learning

Subject Changes

At St Michael's we pride ourselves on our subject selection procedures using our successful Year 12 results as a gauge of the rigour of the process. To ensure the best possible approach, students are provided with information in regards to the elective subjects on offer.

We stress to students to choose their elective subjects wisely because once the line structures and number of classes are determined based on original student preference, it may not be possible to change to another subject.

St Michael's College will always endeavour to enrol students into the most appropriate course. However, there are practical matters that must be taken into consideration. Changes in the Junior School are often problematic and not necessarily in the best interests of the student. More often, we are finding that students in the Junior School seek changes that, unfortunately, are not made for sound educational reasons, such as wanting to be with their friends in a particular class or preferring one teacher to another.

We also understand that mistakes can be made and preferences shift for a wide range of reasons. Thus, in some cases, we allow students the opportunity in the first two weeks of the semester to review and make changes where possible. This does cause a significant degree of disruption to our teachers' learning programs and also disadvantages students as they enter a new subject having already missed a substantial amount of work.

Thus, generally, unless there has been an administrative error, Year 8 students are expected to remain in the subjects of their original choice for the duration of the term or semester. As Year 7 is a set curriculum, no changes are necessary.

This will allow teachers to begin each semester with a minimum of disruption which is necessary to ensure a quality learning environment and ultimately a successful outcome for all students. At times, Subject Teachers may use their professional judgment as to whether a particular student is able to cope with the demands of their course and recommend an alternative option.

Our senior cohort, namely Years 10, 11 and 12 students undertaking the SACE, will still be able to make modifications at the beginning of the school year, and also mid-year for Year 10 and 11's, if they are concerned as to whether they will be successful in a particular subject. A number of factors impact on the selection of appropriate subjects for senior students including: the timing of Subject Selection, exam results, a change to career pathway and subject requirements of interstate and international scholarship opportunities.

To conclude, I would like to reiterate the importance of careful planning to ensure the most appropriate subjects are chosen in the first instance.

Mr Gavin O'Reilly
Director of Curriculum and Assessment

Table of Contents

Year 7 Introduction

In Year 7 students will follow an experiential curriculum that is contemporary, engaging, and challenging within a supportive environment. Years 7 and 8 are years of discovery and exploration in which students build on the experiences and learning of their junior years and prepare for the rigours of the senior years. That is why our junior secondary curriculum follows a distinct pattern beginning with Year 7 where student are exposed to all aspects of the curriculum.

A relevant curriculum is paramount in engaging students in Years 7 and 8.. Our approach ensures that STEM (Science Technology, Engineering & Mathematics), Humanities and The Arts, are experienced by all Year 7 students. The Australian Curriculum framework has been developed to ensure consistent high standards for what all young Australians should learn as they progress through schooling.

Below is a diagram that summarises the subjects to be studied each semester.

Semester		Semester		Requirement	Length
Extended PC	1	Extended PC	1		
English	5	English	5		
Mathematics	5	Mathematics	5		
Religious Education	3	Religious Education	3	Compulsory	Whole Year
Science	5	Science	5		
Health and Physical Education	4	Health and Physical Education	4		
Italian	4	Italian	4		
History	5	Geography	5		
Design and Technologies	4	Digital Technologies and STEM	4	Compulsory One Semester	
Art	2	Music	2		
Drama	2	Dance	2		

Year 7 Full Year Subjects

English

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 multimodal tasks.

Health and Physical Education

Across this course, students will undertake 8 practical units consisting of individual and team sorts, and recreational activities. Students will be challenged to develop their understanding of movement concepts and apply their understanding to successfully transfer movement skills and concepts to a variety of physical activities.

They will explore the role that physical activity plays in shaping cultures and identities and the impact this has on lifelong physical activity participation. Emphasis will also be placed on refining and reflecting on personal and social skills for improved physical literacy.

Content

The areas of learning in the movment and physical activity strand to be addressed include, but is not liited to:

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

Assessment

Assessment is based on Australian Curriculum Achievement Standards and will include both practical and theoretical assessment.

Per term students will be assessed on:

- Major practical unit
- Minor practical unit
- 1 theory task

Year 7 Full Year Subjects

Italian

Italian is one of Australia's most spoken languages.

In Year 7, students learn to communicate in Italian for specific purposes. By comparing Italian and English language systems, students also develop their overall literacy.

They reflect on what it means to operate between and across cultures, developing intercultural skills through an understanding of the role of language and culture in communication.

Italian is used in classroom routines, structured discussions, and to communicate about students' immediate world, including during excursions. English is used to compare language and cultural systems, offer opinions, and reflect on learning.

Content

Students listen to, view and respond to a variety of authentic texts. They interpret information, interact with others, and create simple texts to describe people, places, events, conditions, likes, dislikes and preferences, make plans, narrate events and talk about their personal world. They begin to identify practices, values, and beliefs, and compare them with their own views.

Topics include:

- Self and others
- Family
- Celebrations
- Event coordination
- Sport
- Food
- The Animal Kingdom

Assessment

- Communication tasks: Listening, speaking, reading and writing
- Understanding language: grammar and vocabulary tasks
- Reflecting tasks (in English)

Mathematics

Year 7 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 specialities and professional applications of mathematics are built.

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

Content

- Operations with Integers
- Decimals, Fractions and Percentages
- Index Notation
- Best Buys
- Coordinates on the Cartesian Plane
- Single Step Probability Experiments
- Area and Volume of Simple Shapes
- Translations, Reflections and Rotations
- Solve simple linear equations
- Angles on Parallel Lines
- Classify Triangle
- Represent data – Stem Plots, Dot Plots
- Mean, Median, Mode and Range

Assessment

Each Semester

- 3 Tests @ 25% each 75%
- 1 Directed Investigation @ 25% 25%

Year 7 Full Year Subjects

Religious Education

Religious Education at St Michael's College provides students with the opportunity to deepen their knowledge and understanding of the Catholic Tradition and the teachings of Jesus Christ; to nurture and enrich their spiritual and religious growth; to intorduce them to the Lasallian story, so that they may participate in a lively dialogue between young people of different religions and social backgrounds, empowering them to become people of integrity and people who show care for others and the world.

Two Catholic Education South Australia curricula underpin the teaching and learning of Religious Education in Catholic Schools in South Australia - the renewed Crossways Curriculum, and Made in the Image of God (MITIOG) Curriculum.

Content

- St Michael's College and Getting to know De La Salle
- Introduction to the Catholic Faith
- Starting to explore the Bible
- The way we live: Do unto others
- Prayer
- Relationships
- Caring for Creation
- Advent - Christmas

Assessment

Semester One

Term 1

What would De La Salle think	20%
Introduction to the Catholic Faith	20%
Course work and Participation Grade	10%

Term 2

Starting to explore the Bible	20%
Relationships	20%
Course work and Participation Grade	10%

Semester Two

Term 3

Prayer	20%
Being connected and Being Moral	20%
Course work and Participation Grade	10%

Term 4

Caring for Creation	20%
The way we live:Do Unto Others	20%
Course work and Participation Grade	10%

Science

In Year 7 Science, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

Students consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-Sun-Moon system and use models to predict and explain events. They make accurate measurements and control variables to analyse relationships between system components.

They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Content

Biology:

- Food Webs and Ecosystem Dynamics

Chemistry:

- Mixtures, Solutions, and Separating Techniques

Physics:

- Introduction to Motion and Forces

Earth Sciences:

- Interactions of the Sun, Earth and Moon
- Earth's renewable and non-renewable resources

Assessment

- Topic tests
- Research assignments
- Creating models
- Science Investigations

Year 7 Subjects (1 Semester)

History

The Ancient world:

The Year 7 Australian Curriculum for History provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies.

The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

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:

- Investigating the ancient past
- The Mediterranean world: Ancient Egypt or Ancient Rome
- The Asian world: India or China

Assessment

This may include the following:

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

Geography

Geography helps students understand the wellbeing and sustainability of the environment and our society.

Year 7 Geography provides students with an understanding of water as an example of a renewable resource and factors that influence the liveability of places.

Content

Students will complete work from two themes; 'Water in the World' and 'Places and Liveability.'

Water in the World:

Students examine the many uses of water, how it is valued and its availability. They will study how water connects and affects places.

Places and Liveability:

Students examine what influences the decisions people make about where to live. They will study the influences of factors such as accessibility to services, environmental quality and community identity on the liveability of places.

Assessment

This may include the following:

Fieldwork Report:

- This is based on an excursion

Assignments and quizzes:

- 1 Inquiry Research
- Portfolio of class work

Year 7 Subjects (1 Semester)

Design and Technologies

Design and Technologies is a course that develops a student's ability to be innovative and creative.

Students will study a variety of areas within the Technology field which may include Metalwork, Woodwork, Computer Aided Design, 3D printing, Laser cutting, Plastics, Electronics and Structures.

Students will focus on the development of skills, design, 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 three of the following areas:

Woodwork:

Gum ball machine and chopping board

CAD:

Developing a personalised sticker for their laptop and T-Shirt printing

Metalwork:

Sheet metal developments eg: dustpans or clocks

Plastics:

Key tag, desk tidy, toys

Electronics:

Simple circuits, soldering, basic programming, light circuit, electric model car.

Structures:

Bridge building and model houses.

Assessment

Practical projects:

Processes and production Skills:	60%
Design Work:	20%
Knowledge and Understanding	20%

Digital Technologies and STEM

The Digital Technologies course allows students to develop an understanding in basic computer systems and networks. Students develop programming skills and concepts. They learn to format and analyse data and consider ethical use of social media as digital citizens.

STEM (Science Technology Engineering and Mathematics) is a problem-based methodology that allows students to solve problems through designing and inventing, using skills learned from within the subject area of Digital Technologies. The work throughout this unit of the course is student centred and allows creativity and individuality.

Content

Students learn how to create and collaborate using a variety of online tools.

Students are introduced to robotics using a range of technologies and are taught how to code them to achieve outcomes.

Topics covered in this course

Digital Citizenship
- Interactions, impacts, and ethical use of social media

Digital Systems
- Types opf networks, security, and performance

Data Information
- Data types and representation using binary

Creating Digital Solutions
- Game creation using text-based programming

STEM
- Robotics project exploring digital solutions for real-world problems

Assessment

Students will be assessed on a variety of practical skills tasks with some written work including introduction to creating a design brief. Students complete a major project towards the end of the course where they use their knowledge, understanding and skills of each subject area within STEM.

Year 7 Subjects (1 Semester)

Dance

Dance in Year 7 is an introduction to the artform of Dance. Students will be introduced to Dance starting from every day movement, Martial Arts, Capoeira and Mime.

Students will then be taught how to develop simple movements into their own short dance works. Students will be required to work collaboratively and creatively with others, having opportunities to view their peers and professional performances and respond in written and or oral forms.

Content

Students are guided to perform with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

Assessment

Small group Dance Compositions performed to an audience.

Responding to a Dance Performance live or recorded.

Drama

Students will build confidence in working with others whilst they develop creative projects. They will experiment with creating characters, as well as explore their voice, their movement and the elements of performance. This is a practically orientated course in which the emphasis is on growing in confidence, having fun and gaining dramatic knowledge, understanding and skills.

Students will view a professional theatre performance and will reflect upon the various storytelling devices, the actor's performances and the design elements. This experience will also inspire students in their own creative work and will develop their understanding of how the elements of Drama are used most effectively.

Content

- Teamwork and working with others
- Elements of Drama
- Ensemble performance skills
- Improvisation
- Using voice and body to develop a character
- Viewing professional performance
- Creating group Performances

Assessment

May include the following:
- Devised group performances
- Clowning and circus skills
- Response to live theatre

Year 7 Subjects (1 Semester)

Music

Do you have an interest in exploring what it means to be a musician? Have you ever wanted to play an instrument but have just not got around to it? Have you ever wanted to be part of a real band?

In Year 7 Music you will get to explore all these areas of music and have lots of fun along the way.

This course will have all students, regardless of their musical background, engaged in the art of music creation with both instruments as well as music technology.

Year 7 Music leads to pathways into either Music Practical or Music Technology in Year 8 depending on what specific area of Music you are looking to explore.

Content

Students will learn the simple chords and rhythms to popular songs which will culminate in them participating in a class ensemble as well as learn how to use computer software to create musical compositions.

The table below shows a breakdown of your musical adventure in Year 7.

Task	Intro	Drums	Bass	Ukulele / Guitar	Piano	Band / Technology
Week/s	1	2 & 3	4 & 5	6 & 7	8, 9 & 10	1-10
	TERM ONE					TERM 2

Visual Arts - Art

This course is designed to cater for students of all artistic abilities, with an emphasis on exposing them to a broad range of achievable, creative experiences. Our aim is to give students the confidence to express their ideas in a visual manner and to teach them the skills to do so.

Students will create, make, present and respond to artworks by exploring a variety of artistic styles, methods and media.

This wide exposure to different ways of making art will afford students the opportunity to make a meaningful connection with one or more of the disciplines.

Content

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

- Painting
- Observational Drawing
- 3D Studies
- Graphic Design
- Printmaking

Assessment

Methods and Materials exercises:

- Folio
- Research
- Idea generation
- Experiments
- Written Responses
- Resolved Major/Minor works of Art/Design

Assessment

Assessment is based on:

Student Participation: 50%

Year 8 Introduction

The following pages contain information regarding core (compulsory) subjects along with elective subjects for Year 8, 2022.

Students will select one technology subject and one arts subject as their core electives for one semester.

Students will then select 2 subjects from the electives in order of preference along with 2 reserve subjects.

Note: Students must not select a Technology or Art subject already chosen in previous selection

Semester	Number of Lessons	Semester	Requirement	Length
Extended PC	1	Extended PC	Compulsory	Whole Year
English	6	English		
Mathematics	6	Mathematics		
Religious Education	3	Religious Education		
Science	5	Science		
Health & Physical Education	3	Health & Physical Education		
Italian	4	Italian		
History	4	Geography		
Technology Subject		Arts Subject	Core Elective	1 Semester

Learning Area	Elective Subjects	Length
Technology	Design and Technologies	1 Semester
	Digital Technologies	1 Semester
Arts	Visual Arts - Art	1 Semester
	Drama	1 Semester
	Dance	1 Semester
	Music Practical	1 Semester
	Music Technology	1 Semester
Electives	Business, Finance and the Law	1 Semester
	Dance	1 Semester
	Design & Technologies	1 Semester
	Digital Technologies	1 Semester
	Drama	1 Semester
	Music Experience	1 Semester
	Music Practical	1 Semester
	Visual Arts - Art	1 Semester

Year 8 Subjects (Core)

English

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

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 urbanistation 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 based on an excursion to Seacliff and Brighton
- Group task
- Inquiry research task
- Portfolio of classwork

Year 8 Subjects (Core)

Health and Physical Education

Across this course, students will undertake 8 practical units consisting of individual and team sorts, and recreational activities. Students will be challenged to develop their understanding of movement concepts and apply their understanding to successfully transfer movement skills and concepts to a variety of physical activities.

They will explore the role that physical activity plays in shaping cultures and identities and the impact this has on lifelong physical activity participation. Emphasis will also be placed on refining and reflecting on personal and social skills for improved physical literacy.

Content

The areas of learning in the movment 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 Australian Curriculum Achievement Standards and will include both practical and theoretical assessment

Per term students will be assessed on:

- Major practical unit
- Minor practical unit
- 1 theory task

History

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)

Year 8 Subjects (Core)

Italian

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 21st 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. They learn to compare and contrast information about themselves and the world around them, including practics, values, and beliefs.

Topics include:

- Self and others
- Stereotypes & identity
- Home & Family
- Cultural celebrations
- History & Leisure
- Entertainment
- School & Comparing education systems
- Italy's contributions to the Modern World

Assessment

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

Mathematics

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.

In year 8, students are placed according to their ability, into Level A, B and C classes.

Students are able to move between the levels in consultation with their subject teacher and the Head of Department.

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% each	75%
1 Directed Investigation	25%

Year 8 Subjects (Core)

Religious Education

Religious Education at St Michael's College provides students with the opportunity to deepen their knowledge and understanding of the Catholic Tradition and the teachings of Jesus Christ; to nurture and enrich their spiritual and religious growth; to continue to explore the Lasallian story, so that they may participate in a lively dialogue between young people of different religions and social backgrounds, empowering them to become people of integrity and people who show care for others and the world.

Two Catholic Education South Australia curricula underpin the teaching and learning of Religious Education in Catholic Schools in South Australia - the renewed Crossways Curriculum, and Made in the Image of God (MITIOG) Curriculum

Content

- The Lasallian Tradition, Saints and Mission Today
- A closer look at the Eucharist
- A closer look at the Old Testament
- A closer look at Jesus and the New Testament
- A closer look at the First Christians and Early Chistianity
- Catholicism around the world today
- Our wellbeing and relationship with God in prayer
- A closer look at the Christian meaning of Advent and Christmas

Assessment

SEMESTER 1 - TERM 1

Assessment Task 1 20%
- In the Footsteps of De La Salle

Assessment Task 2 20%
- The Mass and the Eucharist

CourseWork and Participation Grade 10%

TERM 2

Assessment Task 3 20%
- A closer look at the Old Testament

Assessment Task 4 20%
- A closer look at Jesus and theNew Testament

CourseWork and Participation Grade 10%

SEMESTER 2 - TERM 3

Assessment Task 1 20%
- A closer look at Christians and Early Christianity

Assessment Task 2 20%
- Catholicism around the world today

CourseWork 10%

TERM 4

Assessment Task 1 20%
- Prayer through Meditation

Assessment Task 2 20%
- Our wellbeing and relationship with God

CourseWork 10%

Science

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 flow 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 and multi-cellular organisms

Chemical Sciences

- Matter, The Particle Theory and Chemical Changes

Physical Sciences

- Electricial Circuits and Renewable Energy

Earth Science

- The Rock Cycle and Earth's Minerals

Assessment

- Topic Tests
- Research Assignments
- Creating Models
- Practical Investigations
- Investigative Designs
- Investigative Report Writing

Year 8 Elective Subjects (One Semester)

Business Finance and the Law

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 and the importance of them.

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 an overseas holiday.
- 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.

Dance

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

Year 8 Elective Subjects (One Semester)

Design and Technology

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.

Laser Cutting

- 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 programing, light circuit

Jewellery

- Necklace beads, custom casting of pendants.

Assessment

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

Digital Technologies

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

Students use a BBC micro: bit, (which is a pocket-sized computer) as a tool for learning the fundamental principles and concepts of computer science. Students gain practical experience of writing computer programs to solve problems.

Students further their knowledge in programming using online learning and robotics. They apply these programming skills to the developments of digital solutions.

Content

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

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

Students analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online. Topics covered in this course:

Social Media Communities:

- Discussion and exploration of: are we connected or distracted, informed, or misinformed?

Digital Systems:

- Networks types, network protocols, sending data via a network and cyber crime

Data and Information:

- Collect, sort, and visualise data

Creating Digital Solutions:

- Explore the way computer programming uses a collection of smaller programs - functions to solve problems

Assessment

Students will be assess on a variety of practical skills tasks and some theory assessment.

Practical Components:

- Networking with Micro:bit
- Data Presesntation
- Computational Thinking: Logical and creative problem solving activity
- Object Orientated Programming Game Development Task
- Robotic Challenges

Theory Components

- Cyber Security Challenge
- Social Media Analysis

Year 8 Elective Subjects (One Semester)

Drama

This is a practically orientated course which emphasises student's developing confidence, having fun and gaining dramatic knowledge and skills. Students will have the oppurtunity to explore topics such as mime, comedy, filmmaking and characterisation. Students will present their creative work for an audience as negotiated with their teacher.

Students will view a professional theatre performance and will reflect upon the various theatrical elements, the actor's performances and the themes and ideas within the text. This experience will also inspire students in their own creative work and will develop their understanding of how the elements of Drama are used most effectively.

Content

- Teamwork and ensemble skills
- Using the body and voice
- Developing a character
- Viewing a professional performance
- Creating a group performance for an audience
- Technical theatre focus: filmmaking

Assessment

- Reflective response to live theatre
- Creative group presentations
  - Mime and physical comedy skills
  - Melodrama
- Silent Film creation and reflection

Music Practical

The focus of Music Practical is to have students actively involved in performing on either an instrument of choice or voice.

Students will use their previous experience in Year 7 Music to further explore what it takes to be a musician. Any instrument they may have learnt in the past can also be incorporated into the class band where they will learn to play a selection of contemporary songs.

Students will also have the option of taking up a brass (trumpet, trombone) or woodwind (saxophone, clarinet, flute) instrument which will be supplied by the music department. students taking Instrumental Music lessons will be strongly encouraged to perform a solo piece at the end of each school term.

Content

Practical:

Playing music in a class band: Solo Performance

Theory:

Aural and the Elements of Music

Music in Culture, Styles and History:

Learning about influential bands and performers through research assignments.

Assessment

Ensemble performance/Class band	30%
Solo Performance:	30%
Auralia & Musition (Online Theory/Theory)	20%
Music in Culture, Styles and History Research and presentation on a nominated topic of choice	20%

Year 8 Elective Subjects (One Semester)

Music Technology

Ever wondered how our favourite bands, singers and rappers write and record their music? This one semester course is aimed at students with a love for music listening and music creation. By learning music and computer skills, students will not only see how the process of modern music creation is accomplished, but also make their own music too. Through hands on experience, students will learn arrangement and composition techniques using industry level resources

Content

Arrangement and Compostion:

- Create beats using loops and samples
- Learn how to make chords and melodies for your own songs
- Understand music creating software and hardware

Aural Skills and The Elements of Music

- Edit audio and MIDI, applying FX to music and soundscapes
- Develop basic piano skills for composing
- Apply Rhythm, pitch, dynamics, form, timbre and texture to music production

Music in Cultures, Styles and History

- Discover the history behind today's music industry
- Explore technology that changed how we make and listen to music
- Learn about the musical genres that have embraced technology

Assessment

Project 1:	20%
Make your own track using loops and samples	
Project 2	20%
Tell a story through sound using FX and automation	
Project 3	20%
Create a podcast exploring the impact of technology on music	
Project 4	20%
Rewrite the soundtrack to your favourite blockbuster	
Course Work and Participation	20%
Knowledge and skill test Engagement in learning activities	

Visual Arts - Art

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