



Year 8 Curriculum Guide

2020



OLIVET CHRISTIAN COLLEGE

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ENGLISH

Course Description

Studying the English language underpins the learning and development of all students at Olivet. Students are encouraged to listen to, read, view, speak and write on a range of different texts, including written and multimodal. Each year level builds upon the skills of the previous year with students refining their abilities in creative and critical thinking and communicating ideas. Students in Year 8 study different texts and learn to analyse the language, style, themes, and structure of texts. They practise their speaking and listening skills, creative writing and learn to craft text responses and other written tasks that relate to the novels studied in class. Through this, students also gain a broader appreciation of the audiences they are writing for. Students are also encouraged to be involved in both poetry and short story writing competitions and take part in the local Newshound program run annually by the Castlemaine Mail.

Aims

- To develop an appreciation of literature
- Improve reading skills
- Practise writing, using a range of different text types, including, persuasive, creative, and informative writing
- Develop knowledge through wider reading
- Develop inquiry -based learning skills
- Practise speaking and presentation skills

Topics

- Study of class novels: War Horse and Boy Overboard
- Creative writing
- Persuasive writing
- Introduction to essay writing
- Poetry
- Public speaking
- Newspaper articles/ issues that affect society

Time Allocation

- 4 periods per week

Assessment

- Class participation
- Grammar and punctuation tasks
- Comprehension-based responses
- Writing: informative, persuasive, and creative pieces
- Oral presentations
- Reading and studying texts

MATHS

Course Description

Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are generally expected to complete the coursework designated for their year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program designed to develop a deeper understanding of set topics. Modified work also provides opportunity for students to extend their ability, and to provide access to more complex applications.

Aims

- To develop students to their fullest mathematical potential according to their unique God-given talent
- To appreciate the way in which mathematics reflects the order in God's Creation
- To develop the students' understanding of the concepts of number and space and their inter-relationship
- To deepen the students' awareness and understanding of mathematics as a functional tool in solving everyday problems
- To appreciate the historical development of Mathematical concepts

Topics

- Algebra
- Cartesian Graphs
- Geometry
- Indices
- Linear Equations
- Measurement
- Percentage Calculations
- Probability & Statistics
- Problem Solving
- Ratios

Time Allocation

- 4 periods per week

Assessment

- Assignments / Projects
- Classwork
- Topic Tests
- Formal written assessments

SCIENCE

Course Description

Science seeks to develop the students' abilities to ask questions and to find answers about aspects of God's creation. The laws which govern Creation have many applications in our daily lives. Students will practically investigate, verify and apply these laws to both what they observe, and to what has been discovered in the past. Students will be reminded of our obligation to be faithful standards of the Earth's resources and materials that have been provided for us.

Aims

- To retain awe and wonder when contemplating God's marvellous Creation
- To foster and develop curiosity about all aspects of the earth and the universe
- To emphasise both the potential of science as well as its limits
- To help students co-discover many facts, laws and principles that have been previously discovered by earlier investigators of nature and the cosmos
- To increase students' powers of observation
- To develop abilities to design and carry out experiments and analyse the resultant data
- To develop abilities to evaluate evidence and solve problems

Topics Include

- Body Systems
- Cells and Microscopes
- Atomic Theory and Chemistry
- Energy
- Geology
- Sustainability
- Reproduction
- Experimental Research
- Practical investigations

Time Allocation

- 4 periods per week

Assessment

- Unit Tests
- Assignments
- Workbooks
- Practical Investigations and Reports
- Formal written assessments

CIVICS & CITIZENSHIP

Course Outline

Year 8 Civics & Citizenship provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students discover the express and implied rights within the Australian Constitution and consider legislation from which our basic rights are derived. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity. Students work both individually and collaboratively to develop the skills of Web- based research. Students enjoy participating in a courtroom drama where they learn the language and role of participants in the courtroom.

Aims

- To analyse and explain features of Australia's democracy that enable active participation
- To recognise different types of law in Australia and explain how laws are made
- To identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging
- To develop a range of research questions to investigate Australia's political and legal systems
- To critically analyse information gathered from different sources for relevance
- To explain different points of view on civics and citizenship issues
- To account for multiple perspectives, use democratic processes, and develop solutions to an issue
- To develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts
- To identify how to be active and informed citizens in different contexts

Topics

- The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way.

Time Allocation:

- 3 periods per week

Assessment

- Class project work
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

ECONOMICS & BUSINESS

Course Description

In Year 8 Economics & Business, students further develop their understanding of economics and business concepts by exploring the ways markets work within Australia, identifying the participants in the market system and finding ways consumers may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with factors that influence the ways individuals work now and into the future. Students enjoy participating in our simulated class economy, where they apply for jobs, conduct and attend an interview, buy and sell good at auctions and keep transaction records on an Excel Spreadsheet. Additionally, students engage in Schools ASX trading game, where they buy and sell stock. Students work both individually and collaboratively and develop the skills of Inquiry based research.

Aims

- To further develop an understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia
- To identify the participants in the market system and the ways they may influence the market's operation
- To discover rights, responsibilities and opportunities that arise for businesses, consumers and governments
- To consider the ways individuals work now and into the future

Topics

- The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and are taught in an integrated way, raising contemporary issues, events and/or case studies. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues.

Time allocation

- 3 periods per week

Assessment

- Class project work
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

GEOGRAPHY

Course Description

There are two units of study in the Year 7/8 Geography composite class, one unit is taken from each of Year level: 'Water in the world' (7) and 'Landforms and Landscapes' (8). The first unit examines the uses of water, its cultural value, its different forms as a resource, the ways it connects places as it moves through the environment, and its scarcity. Students explore the water cycle and consider the movement of water as precipitation, groundwater, soil moisture, and surface water in dams, rivers and lakes, as saltwater, freshwater ice or water vapour. Students compare the availability of potable water and approaches to overcoming water scarcity in desert regions. They examine the quantity and variability of Australia's water resources with other continents and learn about the local water catchment system and engineering that provides us with potable water.

In the second unit: Landforms and Landscapes, students explore different types of landscapes and their distinctive landform features. Students consider geomorphic processes that change landforms. Students investigate competing geomorphic theories. Students explore the geological, aesthetic and cultural significance of landforms for indigenous and non-indigenous citizens. Students express opinions regarding the conservation of significant landscapes and explore mitigation strategies to address the degradation of landscapes caused by overgrazing and deforestation. Students work both individually and collaboratively and develop the skills of Inquiry based research.

Aims

- To develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- To develop a geographical knowledge of their own locality, Australia, the Asia region and the world
- To develop the ability to think geographically, using geographical concepts
- To develop the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- To develop as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world

Topics

- Geography is organised in two related strands: geographical knowledge and understanding, and geographical inquiry and skills. Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in Geography. Geographical understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It includes the ability to apply this knowledge to new situations or to solve new problems. In Years 7–10, students build on their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Time Allocation: 3 period per week

Assessment:

- Project work, quizzes and written reports
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

HISTORY

Course Description

This Year 8 subject provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). The Australian Curriculum content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. In addition to exploring a broad overview of the time period, students conduct two depth studies: Medieval Europe and The Vikings. In the overview period, Social, economic, religious and political beliefs were often challenged and significantly changed, and year 8 students view this change in the context of the Reformation. Students work both individually and collaboratively and develop the skills of internet- based research.

Aims

- To recognise and explain patterns of change and continuity over time
- To explain the causes and effects of events and developments
- To identify the motives and actions of people at the time
- To explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society
- To describe different interpretations of the past
- To sequence events and developments within a chronological framework with reference to periods of time
- To develop research questions to frame a historical inquiry
- To analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions
- To identify and explain different points of view in sources
- To identify the origin and purpose of sources and distinguish between fact and opinion
- To develop texts, particularly descriptions and explanations, incorporating analysis
- To develop texts using historical terms and concepts and acknowledge their sources of information

Areas of Study

- The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Time Allocation

- 3 periods per week

Assessment

- Hands on inquiry task making a physical replica of an historical artefact

Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

MUSIC

Course Description

Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They sing and play independent parts against contrasting parts and understand their role within an ensemble. Students control tone and volume and perform with expression and technical control. They draw on music from a range of cultures, times and locations as they experience music and build on their understanding of the roles of artists and audiences as they engage with more diverse music.

Aims

- Identify and analyse how the elements of music are used and apply this knowledge in their performances and compositions
- Evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.
- Manipulate the elements of music and stylistic conventions to compose music
- Interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills
- Use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose

Topics

- Theory
- Elements of Music
- Composing
- Singing (choir and small group)
- Music Analysis
- Instrumentals (small group and ensemble)
- Handbells

Time Allocation

- 1 period per week

Assessment

- Choir Performance
- Musical Compositions
- Projects
- Theory Tests
- Instrumental Performances
- Participation

Classroom activities

VISUAL ART

Course Description

In Year 8 Visual Arts, students undertake units of work which investigate a range of art media and techniques. This usually includes working with a selection from an array of potential subject matter in the disciplines of visualisation, observation and perspective drawing using pencils, felt-tip markers and pen and ink. Students then progress to painting with both watercolours and acrylics. Within a 2-year cycle, they may at times diversify into sculpture and basic printmaking. Students explore processes and make decisions to select and apply various techniques to their work as they develop their knowledge, understanding and skills. They develop practical and critical understanding of how artists use artworks to engage audiences and communicate meaning. They also learn to identify stylistic features of other cultures and art movements and they explain how art conventions, concepts, styles, cultures and viewpoints are represented in both their own and others' artworks.

Aims

Students:

- have opportunities to explore a variety of art media and develop their skills
- learn to communicate their ideas through visual representations
- can identify stylistic features of other cultures and art movements
- consider the viewpoints of others and how these ideas can influence their own work
- develop their own personal style of artwork and the connection to their own uniquely created identity
- discuss the artistic intentions behind their own work and respond to content and ideas in the work of others
- develop problem solving and critical thinking skills as they seek to improve their work practices
- use a range of presentation skills to plan and display their work
- understand that artwork can be seen everywhere in the wonder and beauty of God's creation and this can inspire us to enjoy creating our own artworks
- recognise and develop their own God-given ability to be creative

Topics

- Visualisation Drawing, Observational Drawing and Perspective Drawing
- Watercolour Painting
- Acrylic Painting
- Sculpture
- Printmaking

Time Allocation

- Approximately 100 minutes per week

Assessment

General observation, formative and summative assessment modes are applied to the areas of:

- Knowledge of practices, visual conventions, viewpoints and the critical evaluation of their own work
- Skills, techniques and processes in using art materials and the representation and refinement of finished artworks. Students also demonstrate both their knowledge and skills through the communication of ideas and meaning in their work, the exploration and documentation processes they use, the representations of their unique creative thoughts and development of personal

TECHNOLOGY DESIGN

Course Description

In Year 8 Design Technology, students undertake units of work which investigate the characteristics and properties of a range of materials, systems and components, as well as the tools and equipment they use. Students aim to develop individual and creative project plans and consider the appropriate use of resources when making designed solutions. An example of a product which can be fabricated by Years 7 and 8 students is the wind chimes project. These individually designed wind chimes centre on the use of mild steel bar and rod stock which students shape and manipulate, as well as tubular aluminium for the chimes. Students add free choice materials such as acrylic, resin, polymer clay, wire and wood to assemble unique products. Another project which students may explore is a fan-powered model car, which students design and build, then race them to test their performance. Currently, students are constructing gliders using a range of new and re-purposed materials including thin sheet aluminium harvested from empty soft drink cans.

Students also investigate the client needs that drive demand for their products and learn to work within design briefs as they generate their ideas, produce designed solutions and evaluate the success of their work.

Aims

Students:

- learn to use the design process through research, drawing and planning
- develop critical and creative thinking skills
- identify design constraints and considerations
- articulate their understanding of design solutions through participation in classroom discussions
- understand safe workshop practices
- develop knowledge of and skills with workshop hand tools.
- understand the properties of a range of materials, both natural and synthetic
- complete a product evaluation
- consider that just as all products are designed and produced to fulfil a specific need, we too are designed and created for a purpose
- realise that their choices and actions can impact others and the environment
- develop awareness of sustainability and material repurposing

Topics

May include:

- Wind chimes from mild steel, aluminium and suitable free choice materials
- Fan-powered cars
- Gliders

Time Allocation

- 2 periods per week

Assessment

- General observation, formative and summative assessment modes are applied to the areas of Knowledge and Skills.

TECHNOLOGY DIGITAL

Course Description

As students become more adept at using the internet, they're encouraged to learn about responsible digital citizenship and how to protect their personal information. As creators of digital content, students are also encouraged to learn about the importance of digital copyright and how to protect the integrity of their work. In creating web-based information to meet specific needs, students also learn the basics of webpage design and in collaboration with an economics unit, they create a webpage either based on promoting a charity or business model. Students are also encouraged to develop their use of media technology and are presented with the opportunity work with a small group to create an original Claymation production using a stop-motion app.

Aims

- To encourage students to be aware of behaving responsibly and using appropriate protocols when communicating and collaborating online
- To encourage higher thinking regarding ethics and morals
- To learn about the importance of copyright and how to protect the integrity of their work
- To assist students with developing their thinking, problem-solving, collaboration, and creative skills in working together to create a Claymation project.
- To create a digitally based project that involves interactive information

Topics

- Learning about and creating a short Claymation film
- An introduction to webpage design
- Importance of digital citizenship
- Learning to navigate social media

Time Allocation

- 2 periods per week

Assessment

- Group Claymation project
- Webpage design task
- Class participation
- Written responses

TECHNOLOGY FOOD

Course Description

Food Technology is part of the Technologies learning area and as such is provided to all secondary school students on a semester basis. All students are introduced to basic food preparation, kitchen safety and hygiene. Activities include safe and hygienic handling techniques; characteristics and properties of food; food preparation techniques; design and presentation of food; nutrition; following a brief; and the evaluation of a product. Students are also encouraged to think about where their food is sourced, investigating ethical and sustainable issues, and evaluating various preparation and preservation techniques.

Aims

- To grow in confidence when reading recipes, working with other students in a kitchen environment and handling various equipment used in meal preparation
- To develop an appreciation of food
- To be aware of food handling procedures and safety in the kitchen
- To develop skills in preparing and cooking
- To consider ethical and sustainability issues regarding food choices

Topics

- Kitchen awareness
- Safety and hygiene
- Tools and equipment
- Cookery terms
- Nutrition
- Reading recipes

Time Allocation

- 2 periods per week

Assessment

- Teamwork and participation
- Practical work
- Written work, including design briefs

LOTE - AUSLAN

Course Description

In Year 8, students continue to extend their signed vocabulary, and their proficiency in the use of the Auslan alphabet. They continue to use visual language to work independently and collaboratively, to plan and conduct shared events and activities within the class. These may include presentations, or activities which involve the describing of people, animals or objects, students are familiar with. Students also learn how to compare routines and interests with others, and to use appropriate protocols when getting attention and communicating (eye contact, voice-off etc.). Students' understanding of the Deaf community is further supported by research into the history of schools for the Deaf in Australia.

Aims

- To increase the knowledge of signed vocabulary relating to specific subjects
- To improve the ability to use and recognise simple and more complex words using the Auslan alphabet
- To use appropriate protocols when interacting visually
- To use correct procedures if what is being signed is not understood
- To use correct signed sequencing (Auslan grammar)
- To gain information from signed texts, and convey this information to another
- To prepare and present a short account in Auslan
- To research the history of the education of the Deaf in Australia, and to share this information with others (in English)

Topics

- Greetings
- Repair strategies
- History of the education of the Deaf in Australia
- Responding to signed texts
- Visual story telling
- Technology used by the deaf and hard of hearing

Time Allocation

- 1 period per week

Assessment

- Participation in visual communication activities
- Completion of topic related crafts
- Participation in classroom activities
- Ability to understand and follow basic visual instructions
- Formative assessment and observation

HEALTH

Course Description

Students in Years 7-10 are encouraged to adopt a healthy lifestyle by learning about their own and others' health, safety, and wellbeing. Students alternate between learning about social and community health and movement and physical activity. Students also partake in the Beep test and other skill testing to improve their fitness. An outdoor education camp is held biannually where students can grow, learn, and consolidate their skills.

Aims

- To regularly be active and participate in movement-based learning experiences
- To understand the importance of healthy and positive relationships
- To gain a sense of identity, and importantly, their identity in Christ
- To evaluate movement skills and concepts, and be able to transfer these skills to appropriate settings and events
- To manage emotions and make positive life choices
- To value the importance of positive relationships
- To learn and improve on specialised movement skills in sport
- To understand the importance of social, health, and skill-related benefits of physical activity

Time Allocation

- 2 periods per week

Assessment

- Participation, both individually and team-based
- Written responses

PHYSICAL EDUCATION

Course Description

Students will explore a range of activities that will enhance the development of previously learnt skills, improve physical fitness and promote a healthy lifestyle. They investigate a number of different strategies using a 'game sense' approach, where the focus is on the development of tactics and decision-making as well as technical skill proficiency. It involves the use of small-sided games to develop skills. Practice games involve players or students making choices. Through involvement in the small-sized games, students develop a Christian perspective towards competition with a view to promoting sportsmanship and cooperative teamwork.

Aims

- To improve skill level under competitive pressure
- To improve transfer of skills across games
- To improve decision-making
- To improve use of space in games
- To develop teamwork and cooperation
- To develop leadership skills
- To maximize participation
- To increase fun, enjoyment and motivation

Areas of Study

- Athletics
- Badminton
- Fitness
- Netball
- Soccer
- Volleyball
- Swimming
- Football,
- Basketball
- Tennis
- Cricket
- Table tennis

Time Allocation

2 periods per week

BIBLE

Course Description

This course of study undertakes a practical, in-depth Bible course in the book of Proverbs. Many Bible stories are also used to illustrate the truths of Proverbs along with the Successful Living workbook.

Aims

- To gain a deeper understanding and knowledge of living a successful life

Topics

- Attitudes toward authority
- How to be successful
- Handling money
- Resolving conflicts
- Developing good relationships
- Choosing friends wisely
- Facing life's temptations
- Making right choices
- Establishing priorities

Time Allocation

- 1 period per week

Assessment

- Unit check-ups and end of unit tests
- Classwork/bookwork