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This booklet provides an outline of the subjects offered in Year 8 at Whitsunday Anglican School. It is a reference for parents, students and other community members who require an overview of the Year 8 Curriculum. If required, more detailed subject information is available from the Tutor teacher, subject specialist or Head of Middle School.

The booklet is not intended to be prescriptive in any way since the day-to-day organisation of the year levels lies primarily with the Tutor teacher and subject teachers. Content, learning experiences and projects may vary from year to year depending on the needs of the students, the cohort as a group and the expertise of staff.

The Teaching and Learning Framework used as a curriculum organiser at Whitsunday Anglican School is the “Dimensions of Learning” Model. The Year 8 academic program will continue to reflect the Australian Curriculum key learning areas as they become available.
In line with the Australian Curriculum guidelines, students in Year 8 study a range of subjects rather than specialise.

**YEAR 8 SUBJECTS**

**ENGLISH**

**MATHEMATICS**

**SCIENCE**

HUMANITIES (One semester each of History and Geography)

**CHRISTIAN EDUCATION**

**HEALTH & PHYSICAL EDUCATION**

LANGUAGE OTHER THAN ENGLISH (LOTE)

Students continue the course of study elected in Year 7. New students to elect one of the following:

- Japanese
- French
- Literacy

**INFORMATION, TECHNOLOGY AND DESIGN**

Students study the following subjects for a term each and then elects one of the three to study in Term Four.

- Graphics (One Term)
- Industrial Art (One Term)
- Information Technology (One Term)

**CREATIVE ARTS**

Students elect to study two of the three Creative Arts subjects. Students will attend one lesson per week for each of their two chosen subjects, for the whole year.

- Visual Art
- Drama
- Music
Year 8—a snapshot

Year 8 is the final year of the Middle School experience for Whitsunday students. With a focus on learning experiences to engage young adolescents, our purpose built facilities offer a safe environment, a broader group of teachers and a gradual transition from the primary model of education to the more traditional Senior school model. New students, with support from their allocated buddies, Tutor teacher and subject teachers generally transition well to the new routines, and expectations. It is an exciting time with many new opportunities emerging with leadership and service activities at the fore and the traditional culminating Year 8 dinner at the end of Term 4.

Leadership and service opportunities are available to all Year 8 students who are encouraged to involve themselves in a Character Counts committee group. (Service, Media, Chapel & Assembly, Activities, Grounds and Environment and Fundraising.) Formal leadership positions are available to Year 8 students including President and Vice President of the Character Counts Council Leadership group, House Captains and Committee leaders. All Year 8 students are allocated a Year 5 buddy as part of the Year 5-8 Buddy program. As leaders of the Middle School all Year 8 students are role models for our younger students.

Students in Year 8 have some classes in a traditional “home room” environment and move to other rooms for specialist subjects such as Science, Music, Art, Information, Technology and Design, Health and Physical Education and Drama with specialist teachers. Students in Year 8 have their own locker and are expected to manage their own equipment, including their own digital learning device.
Year 8—a snapshot

Under the umbrella of Information Technology and Design, students rotate through one term each of Graphics, Industrial Arts and Computing and elect one of these for further study in Term 4. As part of the Arts program students study Drama, Visual art and Music and elect one of these for further study in Term 4.

We understand that students require support, encouragement and ongoing feedback on their progress. This occurs in a number of ways. All students undertake diagnostic testing throughout the year. Typically this commences in Term 1 so that progress can be monitored and learning can be tailored to suit the needs of individuals. Previous academic results are used in this process. Regular parent-teacher communication is encouraged.

All students are expected to use the school diary as an organisational tool for upcoming events and recording homework. It is also an important communication tool for parents and teachers. Students have a set 10 day timetable, typically referred to as week 1 and week 2.

Students are supported in their homework organisation by having a set weekly schedule which consists of three subjects per night. Year 8 students are expected to complete 60-90 minutes of homework per night Monday to Friday. Homework assistance/supervision is provided Monday to Friday from 3.15-4.15pm in the Middle School.

Our Character Counts Pastoral program aims to provide students with knowledge, skills, values and character traits across three domains of development that include Character, Social/Emotional (self awareness and self management) and Academic development (learning-related character traits and cognitive skills).

Student achievement is celebrated at our fortnightly Middle School assemblies and Chapel services.
Students in Year 8 elect to study two of the three Creative Arts subjects. Students will attend one lesson per week for each of their chosen two subjects, for the entire year.

Course description....Visual Art
Learners at this level know and apply visual art elements of line, shape, texture, colour through additional concepts of space, balance, contrast and pattern to make, display and appraise images and objects. They work individually and collaboratively to conceive, design and modify images and objects with deliberate and considered intent to communicate ideas, feelings, experiences and observations of the world. They construct and communicate meaning through the making and displaying of their own work in informal and formal contexts.

Learning Experiences and Activities
- Learners design, make and modify images and objects applying elements, additional concepts, forms, materials and processes with deliberate and considered intent to communicate ideas, feelings, experiences and observations.
- Learners display images and objects to analyse, construct and communicate meaning.
- Learners identify, describe and compare elements, concepts, ideas, feelings, experiences and observations in response to images and objects from various cultural and historical contexts.
- Learners collaboratively make and display images and objects for a specific purpose with artist/crafts persons/designers.

Achievement Standards
Assessment is completed on an ongoing basis. Students are assessed in the dimensions of Making and Responding.
Course Description...Music
Music is experienced through playing, singing, listening, creating and responding to a variety of musical styles. Concepts and skills are introduced and reinforced continuously and sequentially. Students develop practical skills on an instrument (guitar) and learn to use music technology.

Learning Experiences and Activities
Students continue to build a repertoire of songs and develop skills in part-singing. Reading and writing music notation and performance skills are further developed through playing melodic, harmonic and rhythmic instruments. Listening, creating and responding activities are experienced through a variety of musical styles.

Year 8 students particularly focus on:
- Music of the Small Screen (television, video games, iPad, apps etc.)
- Dance music and the creation and manipulation of music using technology (computers/iPads)
- Practical performance skills (on any instrument)

Achievement Standards
Students are assessed in the dimensions of Making (performing and composing) and Responding.
Creative Arts

Course Description...Drama

In Year 8, students individually and in groups to select dramatic elements while building and shaping their own dramatic action. They participate in group devised drama for presentation in informal and formal settings. Contexts are drawn from both fictional and non-fictional sources.

Learning Experiences and Activities

- Greek Theatre
- Presenting scripted drama
- Devising original drama
- Using Drama vocabulary
- Interpreting and realizing a text
- Collage Drama

Achievement Standards

Students are assessed in the dimensions of Making and Responding.
Christain Education

Course Description

In the Middle School, Christian Education includes religious and values education. The program encourages the participant to develop an awareness of God through an exploration of Bible tradition, Christian tradition, values education (Christian lifestyle), philosophy of religion, major world religions, and worship (an awareness of the value of stillness and liturgy).
Technology & Design

Students in Year 7 & 8 rotate through Industrial Arts, ICT and Graphics during Terms One to Three. In Term Four, the student nominates which area to study.

Course Description: **Industrial Arts**

Students continue to develop skills in the use of materials, tools and processes. Elements of design are integral to practical work and emphasis is placed on relating the classroom to other school subjects and to industry. The safe use of equipment and tools is stressed.

Learning Experiences and Activities

Students build on the skills and experiences of the previous years.

Achievement Standards

Items produced in class form the basis of assessment. Students are also continuously assessed in the areas of safety, use of equipment and assistance to others.

Course Description: **ICT**

Students learn how to use technology effectively in both familiar and new situations. In Year 8, students use Adobe Flash to create two-dimensional animations.

Learning Experiences and Activities

All animation basics are studied in the first term of work which includes skills such as; frame by frame animation, tweening, motion presets, working with shapes and appropriate file types.

Achievement Standards

Students create a portfolio of work throughout the term that forms their assessment.
Technology & Design

Course Description....Graphics

Students learn how to effectively plan, design and use subject specific software to complete a project.

Learning Experiences and Activities

Students will learn how to use AutoCad, Revit and Solid Edge software for design. They will also learn how to plan effectively and problem solve.

Achievement Standards

Students work on one major project throughout the term that is continually assessed.
Technology & Design

Course Description: Design
Students begin by learning how to effectively plan and design a project. They then use subject specific software to complete a project.

Learning Experiences and Activities
Students will learn how to use AutoCad, Revit and Solid Edge software for design. They will also learn how to plan effectively and problem solve.

Achievement Standards
Students work on one major project throughout the term that is continually assessed.
Course Description
Students are expected to consolidate and expand their language skills through oral, written and visual communications. The focus in literature is on appreciation of plot, character and relationships. Emphasis in the study of language is on technical accuracy and the ability to vary style to suit the intended audience and purpose. During the year, students build up a portfolio, which illustrates competencies gained in a variety of styles.

Learning Experiences & Activities
Students are expected to deliver informal presentations, produce visual as well as language displays and write in a variety of text types. Texts include “Someone Like Me”, “Smithereens”, “Playing Beattie Bow”, “Galax Arena”, diaries, plays and short stories.

Achievement Standards
Students will be expected to complete class activities and some assessment items for homework. Students are assessed on a portfolio of work (compiled continuously during the year) which presents an overall view of competencies gained.
Health & Physical Education (HPE)

Course Description
This subject forms part of the Key Learning Area of Health and Physical Education. It has a focus on how we develop and function as human beings both individually and together. It provides a foundation for developing active and informed members of society with emphasis on leadership, lifelong participation in activity and the development of acceptable social skills that will enable individuals to enjoy an active life.

Learning Experiences & Activities
Students explore many aspects of health including personal relationships, coping/resilience skills, nutrition, First Aid, assertiveness, self esteem, drug education, body image, sun and water safety, value education and fitness.

Students will participate in practical units of Aquatics, Fitness, Volleyball, Dance, Touch Football and Minor Games with the emphasis being to establish positive attitudes towards physical activity.

Achievement Standards
Assessment will be continuous and will include skills, strategies, fitness, assignments, participation and sportsmanship.
Humanities

Course Description

Humanities is the umbrella name given to the two discipline studies of History and Geography. At Whitsunday Anglican School we are engaged with the Australian Curriculum for these two subjects and are dedicated to delivering the highest quality program available.

In Year 8 students will study a total of 1 semester of History and 1 semester of Geography. Topics covered in the course include:

**History**
- The Ottoman Empire
- Shogunate Japan
- Spanish Conquests

**Geography**
- Landforms and Landscapes
- Reshaping the Nation

Learning Experiences and Activities

Teaching/Learning activities develop skills in all of the Common Curriculum Elements (CCE’s) and are supported by the framework of Dimensions of Learning (DoL). Humanities focuses on the specific will be on research and communication including hypothesising, analysis of perspectives, statistical data and other information, and the justification of decisions.

Achievement Standards

Assessment is conducted through regular tasks that allow for all students to access the curriculum. Items may include: research tasks, various forms of examinations, non written responses, field work and computer based assessment to name a few.
Language Other Than English (LOTE)

Students will continue to study French or Japanese or Literacy from Year 7.

**Course Description…. Japanese**

Students begin to create more complex grammar and sentence structures. Hiragana script is used widely to promote autonomous learning. During the year long program, students learn Japanese courtesy phrases and greetings, and delve into topic areas such as shopping for things, describing the world around us and my family and friends to enable them a smooth transition into Years 9 and 10.

**Learning Experiences and Activities**

Students engage in linguistic development through vocabulary recognition and use of target language through cleverly designed interest based assessment items. It is anticipated that by the end of Year 8, students have a sound understanding of basic grammar patterns and have mastered using Hiragana in their reading and writing practice. Students can showcase their understanding and comprehension of Japanese through oral descriptions of the world around them.

**Achievement Standards**

Each semester students are assessed in the four skill areas of reading, writing, listening and speaking. Focus is mainly on the speaking and listening skills to enhance their knowledge of the language and their understanding of Japanese culture. Assessment includes term projects relevant to the topics studied in class as well as vocabulary quizzes and ongoing teacher observations.
Course Description.... French

Students respond to questions with short utterances and maintain interaction with their speaking partner. Students write set phrases used regularly in class and develop their own sentences with their acquired knowledge of sentence structure and vocabulary. Students imitate culturally appropriate language and socio-culturally appropriate gestures in high-frequency, learned situations. They also take part in simple structured conversations and manipulate known structures and linguistic features appropriately to generate original utterances and construct simple cohesive texts in different contexts. Students express comparisons with their own culture using socio-cultural information provided in texts. Topics studied this year will include family description, birthday plans, asking for directions, shopping for food and talking about leisure.

Learning Experiences and Activities

- Individual and group role plays
- Chants and rhymes/songs
- Computer programs (Language Perfect.com, Linguascope.com, PowerPoint, Internet research, Web pages)
- Games
- Group discussion
- Hands on Activities
- Cultural activities (eating crepes and escargots)

Achievement Standards

Students will be assessed by ongoing observation, small written and verbal tasks and exams based upon the four skill areas of reading, writing, listening and speaking studied each term.
Language Other Than English (LOTE)

Course Description.... **Literacy**

The Year 8 Literacy course has been designed to specifically focus on the Language and Literacy strands of the Australian Curriculum, in conjunction with the English course, to consolidate students’ functional English. This emphasis will build upon students’ knowledge, understanding and skills in reading and writing, supporting their learning across all subjects. The Year 8 course will strengthen and revise previously learnt skills to assist students in developing their English competency.

**Learning Experiences**

Students have the opportunity to participate in a range of explicit learning experiences, tailored to develop students’ knowledge and understanding of the technical skills involved in reading and writing. Specific areas of focus will include rules of grammar and punctuation, vocabulary and spelling development, sentence construction, comprehension strategies and generic features. These learning experiences will support the skills assessed in NAPLAN and school-based assessment and provide a strong foundation for future learning.

**Achievement Standards**

Students will complete a range of written and spoken assignments and examinations throughout the year. Some of these will be conducted in class and others will require students to complete additional work at home. These assessment items will contribute to a portfolio of work, which will indicate the students’ cumulative achievement in the subject.
Whitsunday Anglican School prides itself on providing education programs, which place the individual student at the centre of all learning. We have many programs which are implemented throughout the School and we are fortunate to work with brilliant staff on a daily basis. The Learning Enrichment Centre provides various options for improving learning.

Some services provided include:

- Early intervention; we attempt to identify and support any student learning issues early in their learning
- Planning and catering for the varying learning abilities of our students through differentiation.
- Formal assessment of individual student needs.

The Learning Enrichment team will work with staff to:

- Develop, facilitate and evaluate programs which will cater for the diversity of learners in the classroom
- Develop Individual Education Plans (IEP) for students with disabilities with parents and staff, also liaising with external specialists when the need arises.
- Deliver in-class and small group assistance for students.
- Provide access to accelerated programs within the class, special multi-age groups, and also source other extension opportunities for our academically advanced students.
- Support our students with English as their second language.
- Assist teachers to cater for individual needs through the provision of material resources
- Foster a positive attitude by students for themselves and their work
Mathematics

Course Description

The Australian Curriculum organises Mathematics around the interaction of three content strands. The core outline for each content strand is as follows:

**Number and Algebra**

- Review of order of operations and associated rules, multiples and factors, equivalent fractions and operations with fractions and decimals
- Introduction of irrational numbers
- Operations with directed numbers
- Review of basic ratio work
- Dividing a quantity in a given ratio and the use of ratio and scale drawing
- Manipulation of rates, particularly speed
- Review of equivalent common fractions, decimals and percentages
- Common applications of percentages in society
- Addition, subtraction, multiplication and division of complex algebraic terms
- Substitution of numeric values into algebraic expressions
- Distributive law with multiple brackets
- Factorisation by taking out the HCF
- Index laws
- Simplification of and operations with algebraic fractions
- Solving both simple and complex linear equations
- Applications of linear equations

**Measurement and Geometry**

- Use and conversion of units of time, length, area, volume and capacity
- Perimeter and area of both common and composite 2D shapes
- Volume of prisms
- 24 hour clock
- Relationship of angles in both parallel lines and common 2D shapes
- Straight line graphs, including finding rules for linear relationships and plotting straight lines from rules

**Statistics and Probability**

- Representing data in graphical form
- Data interpretation
- Description and calculation of probability of outcomes
- Construction of tree diagrams
Mathematics

Learning Experiences and Activities

Within the core curriculum, calculator and computer spreadsheet applications are incorporated to encourage the students’ exploration of concepts. The core outline is designed to enhance the learning process, revise previous skills, introduce new concepts, and aid in the development of problem solving strategies through a selection of modeled and simulated tasks having real-life applications.

Assessment Overview

Assessment each term will be a combination of basic knowledge and procedures, simple and complex modeling and problem solving. An assignment will be completed each semester. All assessment information forms part of each student’s Mathematics portfolio.
Science

Course Description

The Year 8 Science course is aligned with the Australian Curriculum. The course is designed to encourage students to develop an understanding of science concepts using experimentation, where problems are investigated scientifically and the results then analysed to identify patterns and trends which are used to justify conclusions.

Learning Experiences and Activities

Year 8 students will study a variety of units that will provide them with the opportunity to develop an understanding of Scientific principles and an appreciation of how science has been developed through the work of scientists and has contributed to the progress and development of our society. Investigative skills that encourage students to question their surroundings and predict how systems may change, plan and conduct investigations to explore these changes, then analyse and evaluate their findings will form a critical part of their science work.

Over the course of Year 8, students will investigate a wide variety of topics related to Biology, Chemistry, Physics and Geology. In each area, the studies undertaken will add to their understanding of vital scientific concepts and provide the framework upon which to build a greater understanding of more complex scientific principles. In keeping with a strong focus on practical investigation, students will carry out experiments that

- explore physical and chemical changes that occur in substances and the nature of elements and compounds;
- demonstrate how energy is used and transformed,
- describe living systems and growth and reproduction.
Science

Further studies will also provide opportunities for students to develop greater understanding of earth’s resources and earth in space.

A focus on Science Investigative skills aims to develop students’ abilities in analytical processes and problem solving.

**Assessment Overview**

Assessment will involve a variety of task including tests, laboratory reports and assignments conducted throughout each semester. Students will be required to complete three pieces of assessment over each semester. These will be designed to collect information in Understanding Science and Inquiry Skills.

Assessment tasks will reflect the experiential nature of the course, the need for conceptual understanding and the importance of working effectively in groups.