



CATHOLIC REGIONAL COLLEGE  
CAROLINE SPRINGS

# YEAR 8 COURSE HANDBOOK



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

This handbook has been created in accordance with guidelines set by the Victorian Curriculum and Assessment Authority.

Catholic Regional College Caroline Springs reserves the right to make changes to this document when they are found to be necessary. In such instances, the College undertakes to keep students and parents informed about the changes that have been made.

**Please Note:**

The College does not endorse or encourage taking students out of school for holidays as our experience suggests that there is always an impact on student learning when a student misses classes as most learning is sequential. We do, of course, respect your right to make decisions regarding your child's attendance.



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## Welcome and Overview

This Course Handbook provides an overview of the learning and teaching programs offered for Year 8 students at Catholic Regional College Caroline Springs. At Catholic Regional College Caroline Springs, we have five 60-minute periods per day, across a ten-day cycle.

In Year 8 students complete nine Year-Long subjects and six Semester-Long subjects. The year-long subjects are; Religious Education, English, Mathematics, Science, Humanities, Health, Physical Education, Pastoral Care and one of Languages: Italian or Languages: Japanese. Year 8 students will also study six of the following subjects for a Semester each; STEM: Aviation, Digital Technology, Food Technology, Materials Technology, Drama, Music, Art and Visual Communication Design.

At Catholic Regional College Caroline Springs, we provide a formal report four times a year; an Interim Report at the end of Term 1 and 3, and a Semester Report at the end of Term 2 and 4. In addition to this, parents/carers are also kept up-to-date with student progress across the course of the year on the College's Learning Management System, SEQTA.

Jamie Madigan

Principal





# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

## Vision

At Catholic Regional College Caroline Springs, we aim to provide a curriculum which:

- is rigorous, creative, meaningful and purposeful
- cultivates a learning and teaching culture of innovation, responsibility awareness and independence
- is developed with respect for the learner at its centre and
- aims to provide our students the opportunity to critically engage in a dialogue with the Catholic tradition and the world around them.

## Mission

Catholic Regional College Caroline Springs commits us to learning in all forms, styles and situations: formal and informal, mutual and collegial.

Underpinning all that we do is the education and wellbeing of our students.

We have an obligation to provide educational experiences that ensure that:

- students have engaging and meaningful learning experiences
- students achieve to the highest of their learning potential.

## Values

In striving to live fully and act justly, we commit ourselves to being a community which builds on four pillars:

- *Learning* in all forms, styles and situations, formal and informal, mutual and collegial
- *Stewardship* of all in and of God's creation: self, others and the world
- *Compassion* which, guided by respect, moves us to action
- *Prayer* as a way of living and knowing.



## Religious Education

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Religious Education* course is based around the Melbourne Archdiocese of Catholic Schools (MACS) curriculum standards of Knowledge and Understanding, Reasoning and Responding, and Personal and Communal Engagement. In Semester One there are two units of study: 'Knowing God' and 'God and Creation.' In these units, students explore ways that we can understand who God is through both natural reason and Divine Revelation. Students develop the ability to make sense of the human experiences in light of who God is and their own innate human dignity. Students then study the book of Genesis and come to a deeper understanding of how Sacred Scripture complements philosophy and science, to come to the fullness of truth about reality. In Semester Two students complete of two units of study: 'Saints and Sinners' and 'The Early Christians.' In 'Saints and Sinners,' students learn about how Christ calls each one of us to a life happiness by the path of holiness. Students learn about what Heaven really is, they discover stories of countless men and women - otherwise known as saints - who have answered the call to holiness in their ordinary lives and reflect on how they can be a saint in their own life. Students then go on to learn about men, women and children who exhibited heroic fortitude in a time of widespread persecution of Christianity in the Roman Empire. They discover the lives (and deaths) of many early Christian martyrs, with a particular focus on the significance of the life and writings of St Paul.

### MACS Curriculum Standards

- Knowledge and Understanding
  - Church and Community
  - Prayer, Liturgy and Sacrament
  - Scripture and Jesus
  - God, Religion and Life
  - Morality and Justice
- Reasoning and Responding
  - Church and Community
  - Prayer, Liturgy and Sacrament
  - Scripture and Jesus
  - God, Religion and Life



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

- Personal and Communal Engagement
  - Prayer, Liturgy and Sacrament
  - Church and Community
  - Scripture and Jesus
  - God, Religion and Life

## Assessment Tasks – Semester One

- Knowing God Booklet
- God and Creation Essay

## Assessment Tasks – Semester Two

- Being A Saint Assessment Task
- The Early Church Assessment Task



## English

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 7

### Course Overview

The Year 8 *English* course enables students to interact with various text types, visual literacy and persuasive speaking outcomes. Underpinned by the Victorian Curriculum modes of Reading and Viewing, Writing, and Speaking and Listening, each semester is constructed to provide continuity of learning and the building of literacy skills. In Semester One, students are exposed to a variety of short stories to explore author's use of narrative techniques. Students examine how stories are constructed and can creatively respond to a variety of prompts to engage in their own piece of writing that showcases language features and techniques studied across the unit. Building on this skill, students then investigate how directors convey messages and themes to an audience through film techniques by viewing the film 'Coco'. Students will explore the features of analytical writing to produce an essay that demonstrates an understanding of aural and visual elements within film. In Semester two, the Year 8 *English* course develops students understanding of persuasion through the features of advertisements. Students create their own visual advertisement with the aim of selling a product by utilising persuasive techniques. To conclude the year, students read the novel 'Trash' by Andy Mulligan to analyse events, themes, and characters. The study will demonstrate their understanding of text elements and ability to develop an analytical response to an essay prompt.

### Victorian Curriculum Standards

- Reading and Viewing
  - Text Structure and Organisation
  - Expressing and Developing Ideas
  - Language for Interaction
  - Literature and Context
  - Examining Literature
  - Responding to Literature
  - Texts in Context
  - Interpreting, Analysing, Evaluating
- Writing
  - Text Structure and Organisation
  - Expressing and Developing Ideas
  - Phonics and Word Knowledge
  - Creating Literature
  - Creating Texts





- Speaking and Listening
  - Language Variation and Change
  - Language for Interaction
  - Responding to Literature
  - Interacting with Others

## Assessment Tasks – Semester One

- Creative Writing – Narrative
- 'Coco' Analytical Essay

## Assessment Tasks – Semester Two

- Presenting and Analysing Argument - Advertisement Creation
- 'Trash' Analytical Essay
- Semester Two Exam



## English As An Additional Language (EAL)

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 7

### Course Overview

The Year 8 *EAL* course is structured in a way that provides each individual student a pathway that will help them make a smooth transition into the mainstream curriculum. The different levels within Pathway B and C allow students to develop their literacy skills based on their varied English-language experiences. The focus for Semester One is for students to gain an appreciation of short stories, particularly Aboriginal Dreamtime Stories and picture storybooks, and to develop their analytical writing skills in accordance to Pathway C of the EAL Curriculum. Students begin to understand the different elements of picture storybooks, particularly in 'Fox' by Margaret Wild and Ron Brooks, and in doing so explore the characterisation, setting, narrative structure, descriptive language and vocabulary choices before developing their own creative storyboard. Students will revisit film techniques whilst studying the film 'Coco', directed by Lee Unkrich, and explore the impact they have on an audience. In Semester Two, students continue to explore a range of familiar and unfamiliar texts including multimodal texts to expand their knowledge, understanding and skills in the English language. Students will explore the types of advertisements and persuasive nature of advertising before creating their own advertisement using persuasive techniques. They will present their advertisement to their peers. Students will revisit analysing arguments and persuasive techniques in articles and write an analytical response. In Term Four, students will analyse the novel, 'Holes' by Louis Sachar, by exploring the setting, themes and characters. Students will engage in analytical thinking by making judgments about the text in accordance with the EAL curriculum. Throughout the year, students participate in the EAL Reading Program to support and develop their comprehension skills.

### Victorian Curriculum Standards

- Reading and Viewing
  - Communication
  - Cultural and Plurilingual Awareness
  - Linguistic Structures and Features
- Writing
  - Communication
  - Cultural and Plurilingual Awareness
  - Linguistic Structures and Features



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

- Speaking and Listening
  - Communication
  - Cultural and Plurilingual Awareness
  - Linguistic Structures and Features

## Assessment Tasks – Semester One

- Creative Writing: Storyboard Presentation
- Film Study: 'Coco' Analysis

## Assessment Tasks – Semester Two

- Advertisement Creation and Presentation
- Novel Study: 'Holes' Analysis



## Advanced Mathematics

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 7

### Course Overview

The Year 8 *Advanced Mathematics* course is designed around the Victorian Curriculum content strands for Mathematics and the associated proficiency standards. In Semester One, students investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles. The ratios of the sine, cosine and tangent are also used to find the lengths and angles in right-angled triangles in the Trigonometry unit. In Linear Equations students learn about distributive law, to expand and simplify algebraic expressions. Students list outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays in the unit of Probability. In the unit Index Laws, students apply these laws to simplify and evaluate numerical and algebraic expressions involving indices. In each unit, students work and are assessed on the Maths Proficiencies of Understanding, Fluency, Reasoning and Problem Solving. In Semester Two, students work on extending their percentages skills to solving money and financial mathematics problems involving profit and loss, and simple interest. Students continue building on their knowledge of area and volume to calculate the surface area and volume of cylinders and right prisms. In Linear Relations, students learn about the midpoint, gradient and distance between two points located on a Cartesian plane using a range of strategies. They also sketch linear graphs using the coordinates of two points and solve linear equations. In Statistics, students look at other data displays and interpret its' skewness, spread and location. Throughout the course, students use different mental strategies and technology to solve problems

### Victorian Curriculum Standards

- Number and Algebra
  - Patterns and Algebra
  - Linear and Non-linear Relationships
  - Money and Financial Mathematics
- Measurement and Geometry
  - Pythagoras and Trigonometry
  - Using Units of Measurement
- Statistics and Probability
  - Chance
  - Data Representation and Interpretation



## Assessment Tasks – Semester One

- Pythagoras' Theorem & Trigonometry Test
- Linear Equations Test
- Index Laws Test
- Probability Test
- Semester One Exam

## Assessment Tasks – Semester Two

- Financial Mathematics Task
- Linear Relations Test
- Measurement Test
- Statistics Test
- Semester Two Exam



## Mathematics

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 7

### Course Overview

The Year 8 *Mathematics* course is designed around the Victorian Curriculum content strands for Mathematics and the associated proficiency standards. In Semester One, students extend their knowledge and understanding of the number system to compare, order and make calculations with positive and negative integers, decimals and fractions. When learning Percentages, students solve real life problems of percentage decrease and increase including profit, loss and discounts, with and without the use of technology. In Measurement, students use various formulae to calculate perimeter and areas of shapes and volumes of prisms. Students are also introduced to the different ways that situations can be modelled and calculated when dealing with probability including two-way tables and Venn diagrams. In Semester Two, students work on extending their algebra skills by simplifying, expanding and factorising algebraic expressions. During the Statistics unit, students discuss and investigate techniques for collecting data and look at the effects outliers have on data summaries. Students solve linear relationships using algebraic and graphical techniques in the unit Linear Relations. In Geometric Reasoning, students explore congruency of plane shapes using transformations. They use this knowledge to establish properties of quadrilaterals using congruent triangles and angle properties and solve related numerical problems using reasoning.

### Victorian Curriculum Standards

- Number and Algebra
  - Number and Place Value
  - Real Numbers
  - Patterns and Algebra
  - Linear and Non-linear Relationships
- Measurement and Geometry
  - Geometric Reasoning
  - Using Units of Measurement
- Statistics and Probability
  - Chance
  - Data Representation and Interpretation



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

## Assessment Tasks – Semester One

- Integers Test
- Measurement Test
- Chance Test
- Real Numbers Test
- Semester One Exam

## Assessment Tasks – Semester Two

- Patterns and Algebra Test
- Statistics Test
- Linear Relations Test
- Geometric Reasoning Task
- Semester Two Exam



## Science

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 5

### Course Overview

The Year 8 *Science* course is based on the Victorian Curriculum standards of Science Understanding and Science Inquiry Skills. In Semester One, students learn to use microscopes to view plant and animal cells. They explore cells as the building blocks of life and identify and describe the structure and functions of cells and their organelles. Students develop skills in drawing scientific diagrams to record the cell images viewed under the microscope. Students investigate the circulatory and digestive systems of the human body including the dissection of a sheep's heart and a digital dissection of a rat's digestive system. Students examine energy and identify its different forms including movement (kinetic energy), heat, light, chemical energy and potential energy. The transformation of energy into its different forms is described through practical tasks and modelling. In Semester Two, students explore particle theory to describe the states of matter, and the differences between elements, compounds, and mixtures. Students identify chemical changes by observing substances reacting to form new substances. The Earth's geological processes including the rock cycle is discussed and modelled to explain the formation and structure of Sedimentary, Igneous and Metamorphic rocks, before investigating local rock formations.

### Victorian Curriculum Standards

- Science Understanding
  - Chemical Sciences
  - Earth and Space Sciences
  - Biological Sciences
  - Physical Sciences
- Science Inquiry Skills
  - Questioning and Predicting
  - Recording and Processing
  - Analysing and Evaluating
  - Communicating
- Critical & Creative Thinking
  - Questions and Possibilities
  - Metacognition





# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

## Assessment Tasks – Semester One

- Cells and Body Systems Concept Map
- Cells and Microscopes Practical Report
- Body Systems Disorder Research Task
- Energy Transformation Topic Test

## Assessment Tasks – Semester Two

- States of Matter Concept Map
- Physical and Chemical Changes Concept Map
- Thermal Expansion Assessment Task
- Geological Formation Research Task
- Geology Topic Test



## Humanities

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 5

### Course Overview

The Year 8 *Humanities* course is based on the Victorian Curriculum standards of Geography, Business & Economics, History and Civics & Citizenship. In Semester One, students explore the changing nature of work in Australia. They consider what it means to be a consumer, worker and producer, and examine the relationships between these groups. Students investigate the rights, responsibilities and opportunities that arise for businesses and explore the ways work contributes to individual and societal wellbeing. Within History, students study the Middle Ages and early exploration. They explore key individuals, groups and events of Medieval Europe to understand how the modern world began to take shape. Students analyse the way social, economic, religious and political beliefs were challenged and changed during this time. They then draw comparisons between the feudal system that organised society in Medieval Europe with the feudal system used in Japan Under the Shoguns. In Semester Two, students examine the Australian Constitution, its features, principles and values and how these shape Australia's democracy. They explore the responsibilities and freedoms of citizens and how they can actively participate in Australia's democracy. Within Geography, students investigate the concept of change through an analysis of the changing human geography of countries, with a focus on shifts in population distribution – an indicator of economic and social change. They explore the process of urbanisation and the reasons for the high urban concentration in Australia, whilst also examining issues related to the management and future of the area. Furthermore, students investigate geomorphology through a study of landscapes and their landforms, with a particular focus on mountainous and volcanic regions. They apply the geographical knowledge and skills they gained throughout the unit in a field work study.

### Victorian Curriculum Standards

- Geographical Concepts and Skills
  - Place, Space and Interconnection
  - Data and Information
- Geographical Knowledge
  - Changing Nations
  - Landscapes and Landforms



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

- Economics and Business
  - Consumer and Financial Literacy
  - The Business Environment
  - Work and Work Futures
  - Enterprising Behaviours and Capabilities
- Historical Concepts and Skills
  - Chronology
  - Historical Sources as Evidence
  - Continuity and Change
  - Cause and Effect
  - Historical Significance
- Historical Knowledge
  - Middle Ages and Early Exploration
- Civics and Citizenship
  - Government and Democracy
  - Laws and Citizens

## Assessment Tasks – Semester One

- World of Work Presentation
- Middle Ages Test and Source Analysis
- Feudal Society Comparison Task

## Assessment Tasks – Semester Two

- Australia's Democracy Video
- Changing Nations Test
- Landscapes and Landforms Annotated Visual Display



## Health

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 2

### Course Overview

The Year 8 *Health* course is based on the Victorian Curriculum standard of Personal, Social and Community Health. In Semester One, students explore the concept of health in the community; investigating the situations of a character, who has been affected by a health-related issue, and strategies that they can use to assist their character. Students look at the growing epidemic of sugar with food and how this can impact health and nutrition. They also explore personal identity and values and look at the various ways in which a person's identity is influenced. In Semester Two, students explore the following subject areas: Puberty, Male and Female Reproductive Systems, Conception and Implantation, Growth in the Womb, Breast Feeding, Alcohol and Drug Awareness, Effects of Alcohol, Fitness Components Awareness and Fitness Testing.

### Victorian Curriculum Standards

- Personal, Social and Community Health
  - Being healthy, safe and active
  - Communicating and interacting
  - Contributing to healthy and active communities for health and wellbeing

### Assessment Tasks – Semester One

- Community Health/Common Illness Personal Profile
- Nutrition and Sugar Quiz
- Personal Identity Passbook

### Assessment Tasks – Semester Two

- Creation of Life from Conception to Birth
- The Effects of Alcohol Video
- Fitness Testing and Analysis



## Physical Education

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 3

### Course Overview

The Year 8 *Physical Education* course is based on the Victorian Curriculum standard of Movement and Physical Activity. In Semester One, students have an opportunity to participate and enhance their skill development and tactics in the game of Softball. Students explore the concepts of gymnastics and collaboratively design a gymnastics routine. Students also demonstrate the required skills of AFL, outlining strategies and tactics to benefit their team. In Semester Two, students have an opportunity to participate and enhance their skill development and tactics in the game of Basketball and Thunder Hoc. Students demonstrate the basic skills of Bike Education and build on their map-reading skills by navigating their way around the school using a compass during the Orienteering Unit.

### Victorian Curriculum Standards

- Movement and Physical Activity
  - Moving the body
  - Understanding movement
  - Learning through movement

### Assessment Tasks – Semester One

- Softball
- Gymnastics
- AFL

### Assessment Tasks – Semester Two

- Thunderhoc
- SEPEP Basketball
- Orienteering and Bike Education



## Pastoral Care

**Course Type:** Core Subject

**Course Length:** Year Long

**Periods per Fortnight:** 1

### Course Overview

The Year 8 *Pastoral Care* course is built around the Victorian Curriculum Personal and Social Capability. In Semester One, students explore the College pillar of Learning. We continue the respectful relationships program and engage in lessons surrounding personal strength and coping techniques. We explore the topics of emotional literacy, empathy, and positive gender relationships. In Semester Two, students are required to create a daily routine that focused on positive wellbeing and balance of the mind, body, and soul. Students also engage in activities of creating awareness and support for communities less fortunate than ourselves and exploring the gift of giving.

### Victorian Curriculum Standards

- Personal and Social Capability
  - Self-Awareness and Management
  - Social-Awareness and Management



## Languages: Italian

**Course Type:** Elective Subject

**Course Length:** Year Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Italian* course is based on Victorian Curriculum strands of Communicating and Understanding. In Semester One, Year 8 students study the following topics: Carnevale and Commedia, the weekend and transport in Italy. In Semester Two, Year 8 students of Italian explore the following topics: countries, nationalities and languages and Italian food. In this unit, students have developed their Italian communication skills and have been assessed in the areas of writing, reading, listening and speaking.

### Victorian Curriculum Standards

- Communicating
  - Socialising
  - Informing
  - Creating
  - Translating
  - Reflecting
- Understanding
  - Systems of language
  - Language variation and change
  - Role of language and culture

### Assessment Tasks – Semester One

- Speaking Assessment - Il weekend
- Listening Assessment - Tempo Libero (ECCO)
- Reading Assessment - Tempo Libero
- Writing Matrix Assessment - Carnevale and Commedia

### Assessment Tasks – Semester Two

- Speaking Assessment – Italian Poem Recital
- Listening Assessment – Countries and Nationalities
- Reading Assessment - Il Cibo
- Cultural Assessment – Il Cibo



## Languages: Japanese

**Course Type:** Elective Subject

**Course Length:** Year Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Japanese* course is based on Victorian Curriculum strands of Communicating and Understanding. In Semester One, students study the following topics: where do you live? (major cities in Japan) and my week (common activities and lessons in Japan and Australia). In Semester Two, students explore the following topics: daily routine (talking about time) and school life in Japan and Australia. In this unit students have developed their Japanese communication skills, and have been assessed in the areas of writing, reading, listening and speaking.

### Victorian Curriculum Standards

- Communicating
  - Socialising
  - Informing
  - Creating
  - Translating
  - Reflecting
- Understanding
  - Systems of language
  - Language variation and change
  - Role of language and culture

### Assessment Tasks – Semester One

- Speaking Assessment – Role Play: Travel Agent and Tourists
- Listening Assessment – Travel itinerary
- Reading Assessment – Reading weekly plans
- Writing Assessment – Text Message/Email about weekend plans

### Assessment Tasks – Semester Two

- Listening Assessment – Daily Routine
- Speaking Assessment – Daily Routine Video
- Reading Assessment – School Timetable
- Writing Assessment – Kanji Character Test





## STEM: Aviation

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *STEM: Aviation* course provides students with the opportunity to be exposed to real-life applications of concepts covered within Science and Mathematics classes, using aviation as the context. Students learn about various aircraft control surfaces and the influence they have on flight behaviour and develop critical thinking skills to solve problems linked with theories of lift, in addition to developing an understanding of technological developments which have assisted the development of aircraft over time. Students explore aircraft accidents and their causes, applying the theory explored through earlier phases of the course to specific incidents.

### Victorian Curriculum Standards

- Science Understanding
  - Physical Sciences
- Science Inquiry Skills
  - Questioning & Predicting
  - Recording & Processing
  - Analysing & Evaluating
  - Communicating
- Number & Algebra
  - Real Numbers
  - Patterns & Algebra
  - Linear & Non-Linear Relationships
- Critical & Creative Thinking
  - Metacognition
  - Questions & Possibilities

### Assessment Tasks

- Aviation Theory Test
- Air Crash Investigation Reflections
- Aircraft Design: Formal Practical Report



## Digital Technology

**Course Type:** Elective Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Digital Technology* course is based on the Victorian Curriculum standards of Digital Systems and Data and Information. Students learn techniques to acquire, analyse and manipulate data using spreadsheets. Students apply computational thinking techniques and strategies to design and code software solutions using the Python programming language. The design tools students will use this semester include input-processing-output charts and flowcharts.

### Victorian Curriculum Standards

- Digital Systems
- Data and Information
- Creating Digital Solutions

### Assessment Tasks

- Visual Data with Excel
- Program Design Task
- Python Programming Folio



## Food Technology

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Food Technology* course is based on the Victorian Curriculum standards of Technologies and Society, Technologies Contexts: Food Specialisations and Creating Designed Solutions: Investigating, Generating, Producing, Evaluating and Planning and Managing. Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

### Victorian Curriculum Standards

- Technologies and Society
- Technologies Contexts
  - Food Specifications
- Creating Designed Solutions
  - Investigating
  - Generating
  - Producing
  - Evaluating
  - Planning and Managing

### Assessment Tasks

- Breakfast Task
- Evaluation Folio
- Food Technology Knowledge Test



## Materials Technology

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Materials Technology* course is based on the Victorian Curriculum standards of Designed Technologies and Creating Designed Solutions. Students develop skills in two different mediums including wood and fabric. Throughout the woodwork project they will use the specifications of a design brief as a guide to make and paint a pencil box. The fabric project allows students to gain hand and machine sewing techniques and demonstrate these skills in the creation of a textiles project. This course serves as a foundation for further studies in this area.

### Victorian Curriculum Standards

- Design and Technologies
- Creating Designed Solutions

### Assessment Tasks

- Pencil Box
- Tote Bag



## Drama

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Drama* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Drama Practices, Present and Perform and Respond and Interpret. The Year 8 Drama course is designed to experiment with a range of dramatic forms and performance conventions, including improvisation, theatre styles and interpreting scripts. Throughout the Semester students learn about: Improvisation, Melodrama, Role Play, Character Development, Script Writing and Script Interpreting.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret
- Personal and Social Capability
  - Self-Awareness and Management
  - Social-Awareness and Management

### Assessment Tasks

- Melodrama Ensemble Performance
- Interpreting Scripted Drama



## Music

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Music* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Music Practices, Present and Perform and Respond and Interpret. The Year 8 Music course is designed around investigating and exploring the music elements through studying 12 Bar Blues, World music styles and composing harmony and rhythm through the use of ICT (GarageBand). Practical performances involved the use of a variety of instruments including: Piano, Guitar, Ukulele, Drums and / or Voice. Students explore the following subject areas: 12 Bar Blues, The Elements of Music, Composition, World Music and Performance.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret
- Personal and Social Capability
  - Self-Awareness and Management
  - Social-Awareness and Management

### Assessment Tasks

- 12 Bar Blues Composition
- World Music Composition
- Live Music Performance



## Visual Art

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Visual Arts* course is based on the Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform. Students investigate different contemporary and traditional art forms, artists and art styles to develop an understanding of artistic creativity. Year 8 Visual Art course provides students an insight into a variety of mediums through the exploration of drawing, ceramics, printmaking and multi-media construction.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform

### Assessment Tasks

- Hand Built Pottery
- Lino Print



## Visual Communication Design

**Course Type:** Core Subject

**Course Length:** Semester Long

**Periods per Fortnight:** 4

### Course Overview

The Year 8 *Visual Communication Design* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Visual Communication Design Practices, Present and Perform and Respond and Interpret. Students explore the following subject areas: elements and principles of design, the design process, planning and producing design solutions, two-dimensional and three-dimensional drawing and rendering digital design.

### Victorian Curriculum Standards

- Explore and Express Ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

### Assessment Tasks

- Company Logo and Packaging
- Geometric/Symmetrical Design





# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

## Assessment Calendar

The calendar below is to be used as an indicative guide for the times of Assessment Tasks for Year 8 across the year. Timings and types of Assessment Tasks are subject to change based on school activities and events and curriculum directions.

### Term 1

	Assessment Task	Assessment Task	Assessment Task	Assessment Task	Assessment Task
Week 1					
Week 2					
Week 3	<b>Food Technology:</b> Evaluation Booklet (Ongoing)				
Week 4	<b>Maths:</b> Integers Test	<b>Digital Technology:</b> Visualising Data			
Week 5	<b>Physical Education:</b> Softball	<b>STEM:</b> Aviation Theory Test			
Week 6	<b>Religious Education:</b> Knowing God Booklet	<b>Science:</b> Cells and Microscopes Practical Assessment	<b>Advanced Maths:</b> Index Laws Test		
Week 7	<b>Humanities:</b> World of Work Presentation	<b>Music:</b> Twelve Bar Blues Composition			
Week 8	<b>English:</b> Creative Writing Task	<b>Science:</b> Cells and Microscopes Concept Map	<b>Japanese:</b> Speaking Assessment	<b>Italian:</b> Writing Matrix	<b>Food Technology:</b> Breakfast (Part 1)
Week 9	<b>Maths:</b> Measurement Test	<b>Health:</b> Community Health Assessment	<b>Italian:</b> Listening Assessment	<b>Materials Technology:</b> Pencil Box	<b>Drama:</b> Melodrama Ensemble Performance
Week 10	<b>STEM:</b> Air Crash Investigation Reflections	<b>Advanced Maths:</b> Pythagoras & Trigonometry Test	<b>Visual Art:</b> Pottery	<b>VCD:</b> Logo Assessment	<b>Digital Technology:</b> Python Programming Folio



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

## Term 2

	Assessment Task	Assessment Task	Assessment Task	Assessment Task	Assessment Task	Assessment Task
Week 1	<b>Food Technology:</b> Breakfast (Part 2)					
Week 2						
Week 3	<b>Science:</b> Body System Disorder Research Task	<b>Music:</b> World Music Composition				
Week 4	<b>Maths:</b> Chance Test	<b>Humanities:</b> Middle Ages Source Analysis	<b>Health:</b> Nutrition Task	<b>Physical Education:</b> Gymnastics	<b>Italian:</b> Reading Assessment	
Week 5	<b>Visual Art:</b> Lino Print	<b>Advanced Maths:</b> Linear Equations Test				
Week 6	<b>Italian:</b> Speaking Assessment	<b>Digital Technology:</b> Program Design Task				
Week 7	<b>Religious Education:</b> God and Creation Essay	<b>Maths:</b> Real Numbers Test	<b>Japanese:</b> Reading Assessment	<b>Advanced Maths:</b> Probability Test		
Week 8	<b>English:</b> Coco Analytical Essay	<b>Advanced Maths &amp; Maths:</b> Semester One Exam	<b>Food Technology:</b> Topic Test	<b>Drama:</b> Interpreting Scripted Drama	<b>Materials Technology:</b> Tote Bag	<b>STEM:</b> Aircraft Design Report
Week 9	<b>Science:</b> Energy Transformation Topic Test	<b>Humanities:</b> Medieval Societies Comparison Task	<b>Health:</b> Personal Identity Passbooks	<b>Physical Education:</b> AFL	<b>Music:</b> Live Music Performance	<b>VCD:</b> Geometrical/Symmetrical Design



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

## Term 3

	Assessment Task	Assessment Task	Assessment Task	Assessment Task
Week 1				
Week 2				
Week 3	<b>Food Technology:</b> Evaluation Booklet (Ongoing)			
Week 4	<b>Science:</b> Thermal Expansion Practical Report	<b>Italian:</b> Listening Assessment	<b>Digital Technology:</b> Visualising Data	
Week 5	<b>Maths:</b> Patterns and Algebra Test	<b>STEM:</b> Aviation Theory Test	<b>Advanced Maths:</b> Financial Maths Test	
Week 6	<b>Humanities:</b> Australian Parliament & Referendum Video	<b>Health:</b> How Life is Created Task	<b>Physical Education:</b> Basketball Assessment	
Week 7	<b>Religious Education:</b> Saints and Sinners Assessment Task	<b>Japanese:</b> Listening Assessment	<b>Music:</b> Twelve Bar Blues Composition	<b>Visual Art:</b> Pottery
Week 8	<b>English:</b> Presenting and Analysing Argument	<b>Food Technology:</b> Breakfast (Part 1)	<b>Drama:</b> Melodrama Ensemble Performance	<b>VCD:</b> Logo Assessment
Week 9	<b>Science:</b> Physical & Chemical Change Concept Map	<b>Japanese:</b> Speaking Assessment	<b>Italian:</b> Speaking Assessment	<b>Digital Technology:</b> Python Programming Folio
Week 10	<b>Maths:</b> Statistics Test	<b>STEM:</b> Air Crash Investigation Reflections	<b>Advanced Maths:</b> Linear Relations Test	<b>Materials Technology:</b> Pencil Box



# CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

## Term 4

	Assessment Task	Assessment Task	Assessment Task	Assessment Task	Assessment Task	Assessment Task
Week 1						
Week 2	<b>Humanities:</b> Changing Nations Test	<b>Food Technology:</b> Breakfast (Part 2)				
Week 3	<b>Physical Education:</b> Thunderhoc	<b>Music:</b> World Music Composition				
Week 4	<b>Health:</b> Alcohol Video Task	<b>Advanced Maths:</b> Measurement Test				
Week 5	<b>Maths:</b> Linear Relations Test	<b>Japanese:</b> Writing Assessment	<b>Italian:</b> Reading Assessment	<b>Visual Art:</b> Lino Print		
Week 6	<b>Religious Education:</b> The Early Church Assessment Task	<b>English:</b> Semester Two Exam	<b>Maths:</b> Semester Two Exam	<b>Advanced Maths:</b> Statistics Test	<b>Digital Technology:</b> Program Design Task	
Week 7	<b>Maths:</b> Geometric Reasoning Test	<b>Science:</b> Postcards from Australia Task	<b>Italian:</b> Cultural Assessment	<b>Advanced Maths:</b> Semester Two Exam		
Week 8	<b>Japanese:</b> Reading Assessment	<b>Food Technology:</b> Topic Test	<b>Drama:</b> Interpreting Scripted Drama	<b>Music:</b> Live Music Performance	<b>VCD:</b> Geometrical/Symmetrical Design	<b>STEM:</b> Aircraft Design Report
Week 9	<b>English:</b> Trash Analytical Essay	<b>Science:</b> Geology Test	<b>Humanities:</b> Landscapes & Landforms AVD	<b>Health:</b> Fitness Components	<b>Physical Education:</b> Bike Ed & Orienteering	<b>Materials Technology:</b> Tote Bag