



YEARS 7 & 8 COURSE GUIDE 2022

Nazareth College, Manning Drive, NOBLE PARK NORTH 3174
Phone: (03) 9795 8100 www.nazareth.vic.edu.au



NAZARETH COLLEGE

VISION STATEMENT

**Nazareth College is a
Catholic Co-educational Regional Secondary College
Est. 1986**

*“And He returned to Nazareth, and became strong, filled with
wisdom; and the favour of God was upon Him.”*

(Luke 2:40)

Nazareth College is a learning community centred
on the person of Jesus Christ.

Through learning and teaching in the Catholic
tradition we foster a culture of faith, wisdom and
knowledge.

CONTENTS

CURRICULUM	5
2022 CURRICULUM OVERVIEW	8
HIGH ACHIEVER PROGRAM	10
CONTACTS FOR FURTHER INFORMATION	12
OVERVIEW OF YEAR 7 & 8 ACADEMIC PROGRAMS	13
YEAR 7	14
RELIGIOUS EDUCATION	16
RELIGIOUS EDUCATION – YEAR 7	16
ENGLISH	17
ENGLISH – YEAR 7	17
LITERACY SUPPORT – YEAR 7	18
HEALTH & PHYSICAL EDUCATION	19
HEALTH & PHYSICAL EDUCATION – YEAR 7	19
THE HUMANITIES	21
THE HUMANITIES – YEAR 7	21
LANGUAGES	22
ITALIAN – YEAR 7	22
JAPANESE – YEAR 7	24
MATHEMATICS	25
MATHEMATICS – YEAR 7	25
SCIENCE	26
SCIENCE – YEAR 7	26
SCIENCE – YEAR 7 LAUREL	28
THE ARTS	31
ART – YEAR 7	31
MUSIC – YEAR 7	32
TECHNOLOGY	33
INFORMATION TECHNOLOGY – YEAR 7	33
TEXTILES TECHNOLOGY – YEAR 7	34

YEAR 8	35
RELIGIOUS EDUCATION	37
RELIGIOUS EDUCATION – YEAR 8	37
ENGLISH	38
ENGLISH – YEAR 8	38
LITERACY SUPPORT – YEAR 8	39
HEALTH & PHYSICAL EDUCATION	40
HEALTH & PHYSICAL EDUCATION – YEAR 8	40
THE HUMANITIES	42
THE HUMANITIES – YEAR 8	42
LANGUAGES	43
ITALIAN – YEAR 8	43
JAPANESE – YEAR 8	44
MATHEMATICS	45
MATHEMATICS – YEAR 8	45
SCIENCE	46
SCIENCE – YEAR 8	46
YEAR 8 LAUREL SCIENCE	48
PERFORMING ARTS	50
DRAMA – YEAR 8	50
YEAR 8 MUSIC	51
VISUAL ARTS	52
VISUAL COMMUNICATION – YEAR 8	52
TECHNOLOGY	53
FOOD TECHNOLOGY STUDIES – YEAR 8	53
WOOD TECHNOLOGY – YEAR 8	54

CURRICULUM

Year 7 and Year 8 are crucial periods of learning for all students, as the foundations are developed for an effective and successful education in senior years.

Literacy and numeracy are two key elements for optimal learning outcomes for students, and the College provides strong programs in these key areas to ensure that each student reaches their maximum potential in all areas of study.

Students are exposed to a wide variety of subjects in Years 7 and 8 across all disciplinary strands within the Victorian Curriculum, in order to provide students with breadth of curriculum. Students complete studies in the core subjects of Religion, English, Mathematics, Science, Humanities, Languages, and Physical Education. In Year 7 students choose the Languages they wish to continue studying in Year 8 and beyond. Additionally, students study electives in the areas of Arts and Technology.

In Year 9, students are then able to start making informed decisions about subjects they wish to pursue in more depth. They study the same group of core subjects in addition to electives chosen by students from the areas of Languages, Technology, Arts and Literature. Students in Year 9 also have the opportunity to participate in the 'City Learning Experiences'.

ASSESSMENT

Some Definitions

Assessment – is the term typically used to describe activities undertaken by a teacher to obtain information about the knowledge, skills and attitude of students in relation to the learning process. This includes assessment for, as and of learning.

Outcomes – all work must be completed, e.g. classwork, topic tests, essays, assignments, practical work, etc. so as to obtain expected levels of achievement, skills and understanding within the Victorian Curriculum

Assessment Task – a task that is measured for a standard (Assessed as a percentile mark or UG if under 35%).

Testing – As part of the ongoing assessment that is conducted in these year levels, topic tests, short answer responses, multiple choice questions, practical assessment and aural/tests (Languages) all contribute to the assessment process. PAT (Progressive Achievement Test) testing provide pre-teaching assessment information. Year 9 students will also complete semester exams in selected subjects.

Reporting- is the communication of clear and comprehensive information regarding student progress and achievement on what has been assessed. Online feedback provided for Continuous Reporting on assessment tasks (accessible to parents via [PAM](#)) indicates what the student has achieved, ways to improve performance and overcome difficulties, as well as communicating observed behaviours and attitudes. A summary report of all assessed tasks and Victorian Curriculum standards achieved is produced at the end of each semester. These are then enhanced by Student Progress Meetings twice a year.

Submission of Work

Students are expected to submit work on the due date and penalties will be incurred for those who do not. Effective use should be made of the Student Organiser and students should organise themselves so that work is submitted on time.

Students submitting work on time will be rewarded with a prompt, full assessment, indicating a percentile mark or UG (under 35% on an attempted task but not within assessable grades) or S (Satisfactory), N (Not Satisfactory).

If a student has a valid reason for not submitting work on the due date, they will need to negotiate an approved extension with their subject teacher before the due date. (The extension time would not normally be more than five (5) school days). Such work will be assessed with no penalty.

Late Submissions

Step 1

If the designated Assessment Task is not submitted by the due date, a Homework Recovery session will be issued and parents will be informed via PAM. A revised due date will be set by the teacher.

Late work, i.e. work submitted by the revised date will be corrected and marked as either (S) Satisfactory or (NS) Not Satisfactory. The student report will record NG Not Graded – work submitted past the due date.

Step 2

If a student does not submit an assessment task by the new due date, a NS – Not Submitted grade is entered and appropriate comments are recorded in the report.

Students will still be required to complete the task to a satisfactory standard at a time determined by the Head of House.

AUTHENTICATION OF WORK

Years 7 and 8 students must submit for assessment only work that is their own. This includes ALL assessment tasks including end of semester examinations. Any assistance received by the student in producing the work (where this is appropriate), must be acknowledged and be obvious to the reader.

Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts until further evidence is provided. The teacher may consider it appropriate to ask the student to demonstrate their understanding of the task at or about the time of submission of the work.

The work will be assessed only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own.

Teachers must satisfy themselves about the authenticity of any student work if that work:

- Is not typical of other work provided by the student
- Is inconsistent with the teacher's knowledge of the student's ability
- Contains unacknowledged material
- Has not been sighted and monitored by the teacher during its development

Teachers should not assess such work until sufficient evidence is available to show that the work is the student's own.

In cases where authenticity of work has been breached (including cheating on tests and examinations), the Subject Teacher has the power to:

- Reprimand a student **OR**
- Refuse to accept some of all of the work depending on the particular circumstances of the situation.

2022 CURRICULUM OVERVIEW

LEARNING AREA	YEAR 7	YEAR 8	YEAR 9
RELIGIOUS EDUCATION	Religious Education #	Religious Education #	Religious Education #
ENGLISH	English #	English #	English # Literature <i>elective</i>
MATHEMATICS	Mathematics #	Mathematics #	Mathematics #
HEALTH AND PHYSICAL EDUCATION	Physical Education #	Physical Education #	Physical Education # or Year 9 Soccer Education # or Year 9 Basketball Education #
SCIENCE	Science #	Science #	Science # STEM <i>elective</i>
HUMANITIES	Humanities # <i>Civics & Citizenship</i> <i>Economics</i> <i>Geography</i> <i>History</i>	Humanities # <i>Civics & Citizenship</i> <i>Economics</i> <i>Geography</i> <i>History</i>	Humanities # <i>Civics & Citizenship</i> <i>Economics</i> <i>Geography</i> <i>History</i>
LANGUAGES	Italian # or Japanese #	Italian # or Japanese #	Italian # or Japanese #
THE ARTS - PERFORMING AND VISUAL	Art * Music *	Visual Communication Drama * or Music * (for those continuing from Year 7)	Performing Arts Dance Drama Music Visual Arts Art Digital Art Media Visual Communication
TECHNOLOGY STUDIES	Information Technology * Textiles Technology *	Food Technology * Wood Technology *	Food Technology Information Technology Robotics Design & Technologies Textiles Technology Wood Technology
ELECTIVE SUBJECTS	N/A	N/A	CHOOSE 6 ELECTIVE UNITS (INCLUDING A LANGUAGE WHICH IS 2 UNITS) from: The Arts, Technology, Languages, Health & Physical Education and Literature. (Each elective is for one semester's duration).

CORE
* **1 UNIT OF EACH AT THIS YEAR LEVEL**

2022 CURRICULUM OVERVIEW

LEARNING AREA	YEAR 10	YEAR 11 (VCE Units 1 & 2)	YEAR 12 (VCE Units 3 & 4)
RELIGIOUS EDUCATION #	Religious Education <i>or</i> Youth Ministry	VCE Religion & Society <i>or</i> Youth Ministry (CSYMI/ACU Youth Academy)	VCE Religion & Society <i>or</i> Religious Education <i>or</i> Youth Ministry (CSYMI/ACU Youth Academy)
ENGLISH #	# <i>One of:</i> English EAL English Literature Foundation English	# <i>One or more of:</i> VCE English VCE EAL English VCE Literature VCE English Language	<i>One or more of:</i> VCE English VCE EAL English VCE Literature VCE English Language
MATHEMATICS	# <i>One of:</i> Mathematics Advanced Mathematics Mathematics – Foundation	VCE General Mathematics VCE Mathematical Methods VCE Specialist Mathematics VCE Foundation Mathematics	VCE Further Mathematics VCE Mathematical Methods VCE Specialist Mathematics
HEALTH AND PHYSICAL EDUCATION	# <i>One or more of:</i> Physical Education Sports Science Health Education Duke of Edinburgh	VCE Health & Human Development VCE Physical Education VCE Outdoor & Environmental Studies	VCE Health & Human Development VCE Physical Education
SCIENCE	# <i>One or more of:</i> Core Science Environmental Chemistry Life Within Us Mission to Mars	VCE Biology VCE Chemistry VCE Environmental Science VCE Physics VCE Psychology	VCE Biology VCE Chemistry VCE Environmental Science VCE Physics VCE Psychology
LANGUAGES	Chinese (First Language) Italian – Language & Culture Italian – Prerequisite for VCE Italian Japanese (Second Language)	VCE Chinese (First Language) VCE Italian VCE Japanese (Second Language)	VCE Chinese (First Language) VCE Italian VCE Japanese (Second Language)
HUMANITIES	# <i>One or more of:</i> Legal Studies & Economics Business Management & Accounting History	VCE Accounting VCE Business Management VCE Economics VCE Legal Studies VCE 20th Century History	VCE Accounting VCE Business Management VCE Economics VCE Legal Studies VCE History: Revolutions
THE VISUAL ARTS	Media Studio Art Visual Communication Design	VCE Media VCE Studio Arts VCE Visual Communication Design	VCE Media VCE Studio Arts VCE Visual Communication Design
THE PERFORMING ARTS	Drama & Theatre Studies Dance Music	VCE Theatre Studies VET Dance II VET Music Certificate II	VCE Theatre Studies VET Dance III VET Music Certificate III
TECHNOLOGY STUDIES	Food Technology Information Technology Wood Technology – Build a Ukulele Design & Technologies Textiles Technology	VCE Food Studies VCE Applied Computing VCE Product Design & Technology: Wood VCE Product Design & Technology: Textiles	VCE Food Studies VCE Data Analytics VCE Product Design & Technology: Wood VCE Product Design & Technology: Textiles
ELECTIVE SUBJECTS	CHOOSE 8 ELECTIVE UNITS (<i>including 1 from each of Humanities, Health & PE and Science</i>)	CHOOSE 14 SEMESTER UNITS (<i>including 2 from English and RE</i>)	CHOOSE 12 SEMESTER UNITS (<i>including 2 from each of English and RE</i>)
VET in VCE Courses <i>These courses are all off-campus and are also available in VCAL and to select LEAP students who are certain of the career path they wish to trial and have demonstrated maturity, independence and a commitment to complete the year's VET study half a day a week.</i>		For a full listing of the wide range of VET courses available to Nazareth College students, please see the VET Subjects list in the VCE, VCAL and VET Course Guide 2022.	

CORE

HIGH ACHIEVERS PROGRAM

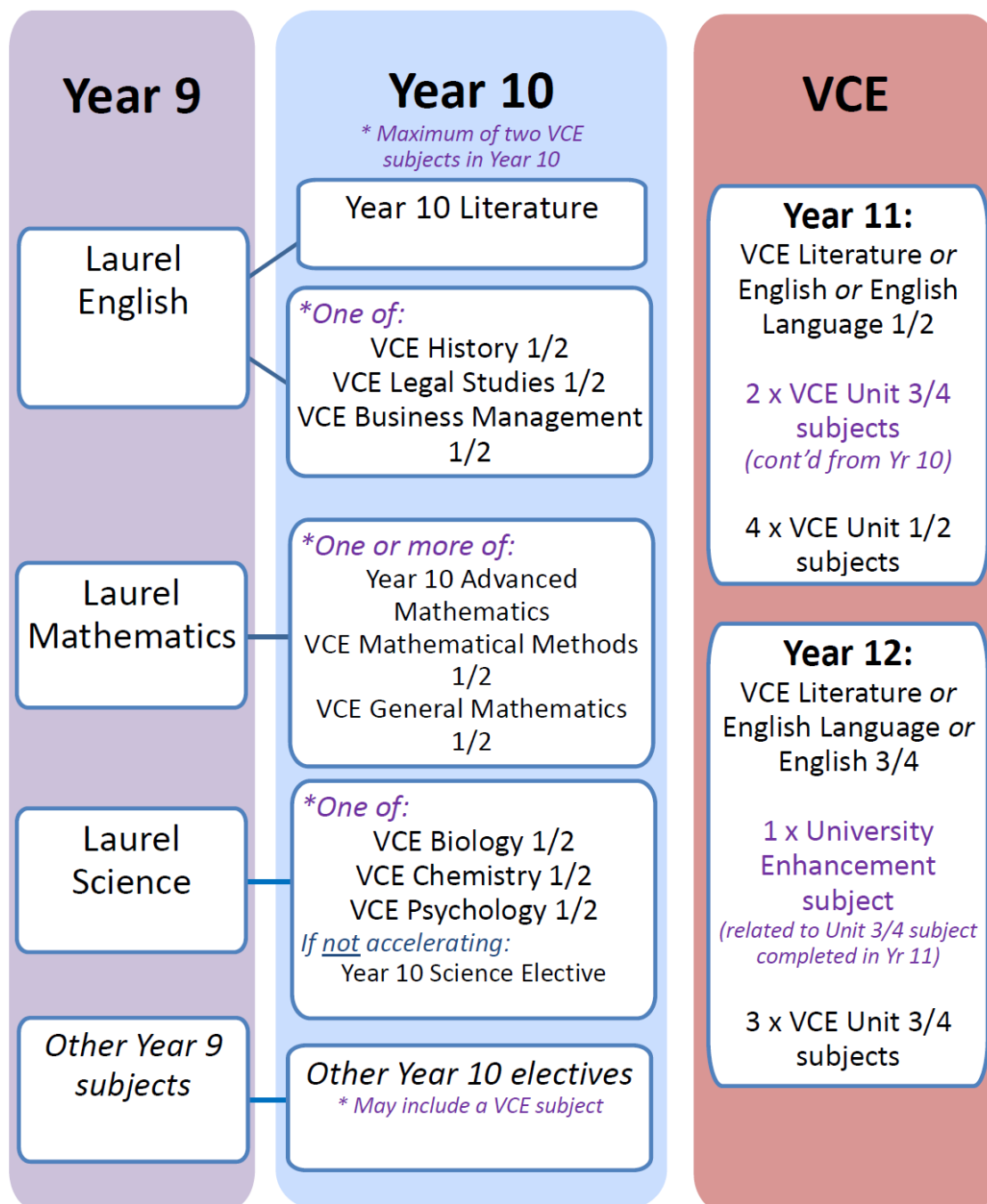
Nazareth College prides itself in catering to the needs of high achievers. Since 2015, we have delivered the Laurel program for high achievers. High achievers are identified by the use of NAPLAN, PAT and reporting data. Laurel high achievers in English and Maths are invited to be part of the Knowledge stream in our flexible Year 7 and 8 Program for differentiated learning. The Year 7 and 8 English and Maths program allows students to choose their own level of learning for units of work so that learning is personalized. Students who achieve good academic results are then offered the opportunity to participate in Year 9 Laurel English or Maths, and to accelerate in Year 10. High achievers in Science are invited to be a part of the separate Laurel Science class from Year 7 to 9. These classes undertake the Science curriculum at a faster pace, allowing for acceleration right through to VCE. Students also participate in STEM/ Science-based extracurricular activities.

Successful completion of all Year 9 Laurel Subjects may place students in a position to accelerate into one or two appropriate VCE Units 1 & 2 subjects in Year 10. The Laurel Program will enable completion of up to two VCE Units 3 & 4 subjects in Year 11, allowing students to undertake University Enhancement courses in Year 12 as both an early start to Tertiary Studies and additional ATAR boost. Continued good academic performance is necessary for students to remain in the Laurel Program. Acceleration in a VCE subject is reliant on students achieving high academic results across subject areas.

Please see the pathways diagram on the next page for recommended VCE Acceleration Subjects.

HIGH ACHIEVERS PROGRAM

The diagram below shows the possible pathways for Year 9 Laurel students; conditional on successful completion of Year 9 Laurel courses.



CONTACTS FOR FURTHER INFORMATION

Should you have further questions about courses after reading this course guide, you may contact either your child's subject teachers or the relevant 2021 Learning Leader, as listed below.

Instructional Leaders

Applied Learning	Ms Caitlin Mackay Caitlin.Mackay@nazareth.vic.edu.au
English	Mr Mark O'Sullivan Mark.OSullivan@nazareth.vic.edu.au
Health & Physical Education	Ms Emily Morris Emily.Morris@nazareth.vic.edu.au
Humanities	Ms Donna Watts Donna.Watts@nazareth.vic.edu.au
Languages	Ms Joanna Marletta Joanna.Marletta@nazareth.vic.edu.au
Learning Enhancement	Ms Emma Wray Emma.Wray@nazareth.vic.edu.au
Mathematics	Ms Shelley Pendlebury Shelley.Pendlebury@nazareth.vic.edu.au
Performing Arts	Ms Amanda Mauceri Amanda.Mauceri@nazareth.vic.edu.au
Religious Education	Mr Peter Nathan Peter.Nathan@nazareth.vic.edu.au
Science	Ms Heather Murtagh Heather.Murtagh@nazareth.vic.edu.au
Visual Arts & Technology	Ms Christine Vaughan Christine.Vaughan@nazareth.vic.edu.au
Careers and Pathways Coordinator	Mrs Elena Flodstrom Elena.Flodstrom@nazareth.vic.edu.au

Heads of House

Ms Deirdre Hughes Head of House Chisholm Deirdre.Hughes@nazareth.vic.edu.au	Mr Rodney Diaz Head of House Knox Rodney.Diaz@nazareth.vic.edu.au
Mr Victor Brusco Head of House MacKillop Victor.Brusco@nazareth.vic.edu.au	Mr Brendan McAleer Head of House Mannix Brendan.Mcaleer@nazareth.vic.edu.au
Ms Marjoleine Dekker Head of House McAuley Marjoline.Dekker@nazareth.vic.edu.au	Mrs Barbara Murphy Head of House McCormack Barbara.Murphy@nazareth.vic.edu.au

OVERVIEW OF YEAR 7 & 8 ACADEMIC PROGRAMS

Students at Years 7 and 8 will undertake the following studies:

CORE SUBJECTS

These subjects are taken over two semesters:

- Religious Education
- English
- Mathematics
- Science
- Health & Physical Education
- Humanities – Civics & Citizenship, Economics, History, Geography

ELECTIVE SUBJECTS

Semester length units to be studied from the list below.

<u>Year 7</u>	<u>Year 8</u>
<p><i>The Arts</i></p> <ul style="list-style-type: none"> ● Music ● Art <p><i>Technology</i></p> <ul style="list-style-type: none"> ● Information Technology ● Textiles Technology <p><i>Languages</i> Students study <u>one</u> Language*:</p> <ul style="list-style-type: none"> ● Italian ● Japanese <p>* or Literacy Support</p>	<p><i>The Arts</i></p> <ul style="list-style-type: none"> ● Music or Drama ● Visual Communication <p><i>Technology</i></p> <ul style="list-style-type: none"> ● Food Technology ● Wood Technology <p><i>Languages</i> Students study <u>one</u> Language for both semesters*:</p> <ul style="list-style-type: none"> ● Italian ● Japanese <p>* or Literacy Support</p>

YEAR 7

YEAR 7

The transition from Primary School to Secondary College is a challenging experience for all students. New surroundings, new peers, and a new learning structure are just a few of the changes to which each student must acclimatize. The staff at Nazareth College understand this challenge for students and are actively supportive of all individuals new to the College.

The Pastoral House system allows students to initiate and maintain new friendships with their peers both older and the same age, and to build a positive and trusting relationship with their Pastoral teacher. The Pastoral teacher also teaches the Pastoral Program, which encompasses a wide range of topics, including pastoral care, house activities, organisational skills, friendships and anti-bullying programs.

Year 7 students participate in a four-day camp, which allows students and teachers time away from the College to bond and foster new friendships.

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION – YEAR 7

CORE SUBJECT – TWO SEMESTERS

In Religious Education the five Catholic Education Melbourne strands are covered each year in Years 7-10. They are:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Sacrament, Prayer and Liturgy
- Morality and Justice

Victorian Curriculum Capability Standards are also incorporated into the units of work that the students will study, recognising that Religious Education has the ability to be of benefit across all areas of the College's academic and faith life.

In Year 7 the topics studied include units of work on Parish and School Communities, The Season of Lent, Foundational Catholic Beliefs, The Eucharist, The Bible, Caring for Creation and Advent. Once a fortnight, students participate in tutored singing lessons to develop knowledge of liturgical and other related music. Students are offered many opportunities to develop and practice their faith throughout each semester, including liturgical and sacramental events, nursing home visits and membership to the Nazareth Mini Vinnies conference.

Dimensions:

- Knowledge and Understanding
- Reasoning and Responding
- Personal and Communal Engagement

Assessment:

- Short and Extended responses
- Assignments
- Oral Presentations
- Tests

ENGLISH

English in Years 7 to 10 is organised into three strands that support students' growing understanding and use of Standard Australian English (English).

The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

ENGLISH – YEAR 7 CORE SUBJECT – TWO SEMESTERS

Learning Focus:

In Semester 1:

- Students undertake an oral task
- Students study persuasive writing.
- Students undertake the Cars and Stars Comprehension Program.
- Students study a variety of support texts.

In Semester 2:

- Students continue to undertake the Cars and Stars Comprehension Program.
- Students undertake the unit “Effective Speeches”.
- Students respond to the novel Trash by Andy Mulligan

Victorian Curriculum Strands

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

Assessment:

- Text response essays
- Writing pieces
- Oral presentations

ENGLISH

LITERACY SUPPORT – YEAR 7 CORE SUBJECT – TWO SEMESTERS

N.B. This subject is by invitation only. Only students identified by the College as having significant Literacy Learning Support needs will be offered a place in this subject.

Learning Focus:

The Year 7 Literacy Support group has been developed for students who find some difficulty with writing and interpreting text. As an alternative to a Languages subject, the curriculum is designed to support understanding of text also improve the students' ability to express their thoughts in writing.

Victorian Curriculum Strands:

The program has a focus on grammar, spelling, listening and writing skills to enhance the students' learning and self-expression.

Initially the program is English-based, but then progresses into other subjects like Science and Humanities in which the language-specific vocabulary may be confusing and complex.

The students are taught to decode the information in the text books and gain a better understanding of the course content being taught in these classrooms. This supports their learning in the subjects studied so they are able to achieve better outcomes across a range of curriculum areas.

HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION – YEAR 7 CORE SUBJECT – TWO SEMESTERS

Learning Focus:

In Year 7, students develop their skills through the Sports of Dance, Athletics, Ball Handling and Hand Eye Coordination games. Students will also have the opportunity to enhance their water safety skills, survival and stroke technique in the Swimming unit. Students will engage in fitness testing, and undertake Semester pre, mid and post testing, as well as learn to develop and undertake tailored warm-ups to improve on one fitness component during each semester.

Health and Physical Education in Year 7 allows students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. Students analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. Students reflect on and refine personal and social skills as they participate in a range of physical activities.

Victorian Curriculum Strands at Level 7:

The Health and Physical Education discipline is organised into two strands, each with their own strands:

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

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

Unit Focus Area

In Year 7 Health & Physical Education students will study a full year of Physical Education in both Semester One and Two

Semester One:

Practical Units

Topic 1: Fitness

Topic 2: Ball Handling (Downball, Spikeball, Minor Games)

Topic 3: Athletics

Topic 4: Dance

Semester One: Theory Units

Topic 1: Valuing Diversity Chapter 1

Topic 2: Developing Positive Relationships Chapter 2

Semester Two:

Practical Units

Topic 1: Fitness

Topic 2: Gymnastics

Topic 3: Hand eye co-ordination (Teeball, Cricket, Tennis)

Topic 4: Water Safety

Semester Two:

Theory Units

Topic 1: Fit for Life Chapter 10

Topic 2: Understanding Movement Chapter 7

Topic 3: Staying Healthy Chapter

Assessment:

- Fitness Testing
- Practical Skill Testing
- Participation in practical classes
- Topic Tests
- Annotated Visual Display – Diversity
- Research Assignment – Fitness

THE HUMANITIES

THE HUMANITIES – YEAR 7 CORE SUBJECT – TWO SEMESTERS

Learning Focus:

The Humanities - History in Year 7 involves a study of analysing, describing and comparing key aspects of life in ancient societies. Students study the two Ancient Civilisations in detail and draw comparisons between Ancient Egypt and China. They describe events and developments from the perspective of different people who lived during the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

The Humanities - Geography uses a variety of geography tools and skills to investigate environmental issues such as forest use and global warming. Students study sustainability and resources by relating it to water.

The Humanities - Economics explains the nature of the economic problem and how economic choices involve trade-offs with immediate and future consequences. Students can identify and describe ways in which the government influences economic activity in the country.

Victorian Curriculum Strands:

The Humanities discipline is organised into three strands each with their own strands:

- The Humanities – History
 - Historical knowledge, concepts, and skills
- The Humanities – Geography
 - Geographical knowledge, concepts, and Skills
- The Humanities – Economics and Business
 - Resource allocation and making choices

The above strands are explored through a range of activities and assessment tasks.

Assessment:

A range of assessment methods will be used, which include:

- Research Projects
- Analytical exercises
- Short answer responses
- Oral presentations
- Multimedia presentations
- Tests and quizzes

LANGUAGES

ITALIAN – YEAR 7 ELECTIVE SUBJECT – TWO SEMESTERS

Learning Focus:

In this course, students begin to understand and use the language within the world of their own experience and imagination. They exchange simple personal information and opinions and create as well as perform short role plays in the language. Students begin building an understanding of and appreciation for the language through the study of sound patterns, key vocabulary and grammar work. Through the study of Italian cities, traditions and customs, students also build awareness of Italy as the context for their language learning.

Victorian Curriculum Strands:

- Communicating

Students will be able to:

- Follow and respond to basic classroom language in Italian
- Recognise letter patterns and the specific sounds they make in Italian
- Use appropriate greetings and salutations used at different times of the day and with different people (adults and peers)
- Introduce themselves giving personal information such as their name and age
- Discuss their likes and dislikes in relation to food, hobbies and school subjects-
- Count to 100 in Italian
- tell the time
- Conjugate the verbs *avere* and *essere*
- Become familiar with the regular verb forms
- Talk about themselves and others using a range of adjectives

- Understanding

Students will learn about and develop an appreciation for:

- The geography and features of different Italian regions including their symbols, populations, famous dishes and landmarks.
- Typical greetings and customs used with family members
- The similarities and differences between English and Italian grammar
- The similarities and differences between Australian and Italian cultures
- Formal and informal modes of address and their importance in Italy
- The importance of food as a central part of Italian culture

LANGUAGES

Assessment:

- Class quizzes
- Unit tests
- Oral Test
- Written tasks
- Aural tasks
- Reading tasks
- Research tasks
- Cultural tasks

LANGUAGES

JAPANESE – YEAR 7 ELECTIVE SUBJECT – TWO SEMESTERS

Learning Focus:

This course provides students with an introduction to basic spoken and written Japanese. Students acquire the ability to introduce themselves, greet and farewell others and exchange simple personal information by asking and responding to questions, using correct pronunciation and intonation and culturally-appropriate gestures and body language. From the outset students are exposed to vocabulary, phrases and basic sentence structures in the language, aiding the progression to extracting basic factual information from passages in reading and aural comprehension tasks. The ability to recognise and reproduce the Hiragana alphabet and selected Kanji characters with correct stroke order is the main focus of this course.

Victorian Curriculum Strands:

- Communicating

Students will be able to:

- Write in Japanese using the Hiragana alphabet
- Use greetings appropriate to situation
- Ask and respond to questions in Japanese (name, age, where they live)
- Use basic adjectives in a sentence (including colours)
- Count to 100 and write numbers in Kanji

- Understanding

Students will learn about and develop an appreciation for:

- Typical Japanese homes and Japanese way of life
- Japanese holidays and festivals
- Geography and features of Japanese cities
- Similarities and differences between English and Japanese grammar
- The way Japanese culture has influenced many aspects of Western culture

Assessment:

- Oral tasks
- Written tasks
- Viewing and reading tasks
- Cultural assignment

MATHEMATICS

MATHEMATICS – YEAR 7 CORE SUBJECT – TWO SEMESTERS

Learning Focus:

The emphasis in all Mathematics classes at Nazareth is to encourage students to “work like a mathematician”. This encourages the student to explore a problem through modelling and inquiry. The necessary skills are then consolidated in class and at home. The Mathematics curriculum aims to ensure that students develop useful mathematical and numeracy skills for everyday life, and are able to see connections and apply mathematical concepts, skills and processes to pose and solve problems.

At Year 7, all aspects of number skills are considered as these form the basis of many units of work. Algebra is introduced by activities and modelling. Students present data in different forms.

Victorian Curriculum Strands:

- Number and Algebra:
 - whole numbers
 - fractions
 - percentages
 - finding rules
 - translating from verbal to algebraic
 - multiples
 - decimals
 - exploring patterns
 - plotting data
- Measurement and Geometry:
 - length
 - area of rectangles, triangles and parallelograms
 - surface area
 - time
 - perpendicular lines
 - perimeter
 - volume
 - angles
 - classifying triangles and quadrilaterals
- Statistics and Probability:
 - displaying data
 - dot plots
 - measures of central tendency
 - stem-and-leaf plots

Assessment:

- Test or Application task for each unit of work

SCIENCE

SCIENCE – YEAR 7 CORE SUBJECT – TWO SEMESTERS

Learning Focus

Science in Year 7 involves students exploring and explaining science phenomena and its applications. They develop an appreciation of the unique nature of science and how its applications affect people's lives. They investigate the diverse range of living things and their interdependence and interactions within ecosystems. They explore the composition and behaviour of substances and the techniques involved in their separation. Students view Earth as part of a solar system that is part of a larger universe and investigate how forces affect the behaviour of objects. Students develop their inquiry skills by making accurate measurements in experiments and explain findings using appropriate representations.

Victorian Curriculum Strands at Level 7:

The Science discipline has two interrelated strands, each with their own sub-strands:

Science Understanding

● **Science has a human endeavour**

- Scientific knowledge and understanding of the world changes as new evidence becomes available; science knowledge can develop through collaboration and connecting ideas across the disciplines and practice of science
- Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations

● **Biological Sciences**

- The differences within and between groups of organisms; Classification helps organise this diversity
- Interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity

● **Chemical Sciences**

- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques
- The properties of the different states of matter can be explained in terms of the motion and arrangement of particles

● **Earth & Space Sciences**

- Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the Sun, Earth, and the Moon
- Some of Earth's resources are renewable, but others are non-renewable
- Water is an important resource that cycles through the environment
- Sedimentary, igneous, and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales

- **Physical Sciences**

- Change to an object's motion is caused by unbalanced forces acting on the object; Earth's gravity pulls objects towards the centre of Earth
- Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy, and potential energy; devices can change energy from one form to another

- **Science Inquiry Skills**

Science inquiry involved identifying and posing questions planning, conducting, and reflecting on investigations, processing, analysing and interpreting evidence, and communicating findings.

- **Questioning and predicting**

- Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge

- **Planning and conducting**

- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed
- In fair tests, measure, and control variables, and select equipment to collect data with accuracy appropriate to the task

- **Recording and processing**

- Construct and use a range of representations including graphs, keys, and models to record and summarise data from students' own investigations and secondary sources, and to represent and analyse patterns and relationships

- **Analysing and evaluating**

- Use scientific knowledge and findings from investigations to identify relationships, evaluate claims and draw conclusions
- Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method

- **Communicating**

- Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations

Assessment:

A range of assessment methods will be used, which may include:

- Practical investigation activities and reports
- Research assignments
- Topic Tests on the areas of study

SCIENCE

SCIENCE – YEAR 7 LAUREL CORE SUBJECT – TWO SEMESTERS

The Year 7 Laurel Science course aims to enrich students' knowledge and understanding of various branches of Science and to apply scientific principles and concepts in a variety of real-life situations. It will develop students' confidence and competence in using scientific equipment and scientific method in a safe and enjoyable environment and enhance problem-solving and research skills.

In addition, all students will compete in the 2022 ICAS Science Competition (International Competitions and Assessments for Schools) to measure their skills and understanding against other students at a national level. To help stimulate an interest in science, all students will explore the topic of Energy (Year 8 Science) through research and hands-on activities and are encouraged to complete sufficient activities to be eligible for a SPECTRA Award (Science Program Exciting Children Through Research Activities). At the end of the year, students will delve into the microscopic world of a cell, during which they will explore how an understanding of the cell structure can be useful in advancing medical research (Year 8 Science).

Victorian Curriculum Strands:

The Science discipline has two interrelated strands, each with their own sub-strands:

Science Understanding

● **Science has a human endeavour**

- Scientific knowledge and understanding of the world changes as new evidence becomes available; science knowledge can develop through collaboration and connecting ideas across the disciplines and practice of science
- Science and technology contribute to finding solutions to a range of contemporary issues

● **Biological sciences**

- The differences within and between groups of organisms; Classification helps organise this diversity
- Interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity
- Cells are the basic units of living things and have specialised structures and functions (Year 8 Science)

● **Chemical sciences**

- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques
- The properties of the different states of matter and the differences between elements, compounds and mixtures can be described by using the particle model

- **Earth & Space sciences**

- Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the Sun, Earth and the Moon
- Some of Earth's resources are renewable, but others are non-renewable
- Water is an important resource that cycles through the environment

- **Physical sciences**

- Change to an object's motion is caused by unbalanced forces acting on the object
- Earth's gravity pulls objects towards the centre of the Earth
- Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another (Year 8 Science)

Science Inquiry Skills

Science inquiry involved identifying and posing questions planning, conducting and reflecting on investigations, processing, analysing and interpreting evidence, and communicating findings

- **Questioning and predicting**

- Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge

- **Planning and conducting**

- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed
- In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.

- **Recording and processing**

- Construct and use a range of representations including graphs, keys, and models to record and summarise data from students' own investigations and secondary sources, and to represent and analyse patterns and relationships

- **Analysing and evaluating**

- Use scientific knowledge and findings from investigations to identify relationships, evaluate claims and draw conclusions
- Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method

- **Communicating**

- Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations

Assessment:

- A range of assessment methods will be used, which may include:
- Tests on the areas of study
- Practical Investigation Reports and Laboratory Skills
- Science Inquiry Skills
- Websites
- Research and Application Tasks – research and presentation of information
- SPECTRA Award

THE ARTS

VISUAL ARTS

ART – YEAR 7

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus:

Visual Arts includes the fields of art, craft and design. Students create visual artworks that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Victorian Curriculum Strands:

- **Explore and Express Ideas**
 - Exploring, imagining, experimenting and expressing ideas, concepts, themes, values, beliefs, observations and experiences in artworks that students view and make.
- **Visual Arts Practices**
 - Developing understanding and skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.
- **Present and Perform**
 - Creating, exhibiting, discussing, analysing artworks and considering the intention of artists and curators. Considering the relationship between artist intentions and audience engagement and interpretation.
- **Respond and Interpret**
 - Analysing, evaluating, interpreting, and reflecting upon meanings, beliefs and values in artworks. Examining artworks in historical and cultural contexts.

Assessment:

A range of assessment procedures are used, including:

- Folio and practical work
- Written assignments

THE ARTS

MUSIC – YEAR 7

ELECTIVE SUBJECT – ONE SEMESTER

Students are encouraged to participate in co-curricular opportunities provided by the Performing Arts Department

Learning Focus:

Students studying this unit will use listening skills and imagination to interpret their feelings and experiences and develop ideas in response to music they have listened to. They will sing, play instruments and use notation and technologies to interpret, compose and document music. All students have the opportunity to trial orchestral instruments.

Victorian Curriculum Strands:

- **Explore and express Ideas**
 - Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects
- **Music practices**
 - Create, practice and rehearse music to develop listening, compositional and technical and expressive performance skills
- **Present and perform**
 - Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style
- **Respond and interpret**
 - Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music

Assessment:

- Musicianship and performance
- Composition
- Listening and analysis

TECHNOLOGY

INFORMATION TECHNOLOGY – YEAR 7 ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus:

The Digital Technologies curriculum aims to ensure that students can:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.
- Investigate how data are transmitted and secured in wired, wireless and mobile networks

Victorian Curriculum Strands: Digital Systems

Data and Information

- Investigate how digital systems represent text, image and sound data in binary
- Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness
- Analyse and visualise data using a range of software to create information, and use structured data to model objects or events
- Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account

Creating Digital Solutions

- Define and decompose real-world problems taking into consideration functional requirements and sustainability (economic, environmental, social), technical and usability constraints
- Design the user experience of a digital system, generating, evaluating, and communicating alternative designs
- Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors
- Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language
- Evaluate how well student-developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability

Assessment:

Students are assessed and reported on via a variety of classwork activities, analytical tasks, research projects and practical work including: classwork, homework, assessment tasks and tests.

TECHNOLOGY

TEXTILES TECHNOLOGY – YEAR 7 ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus:

In the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future. Students also take into consideration the ethical, legal, aesthetic and functional factors that inform the design processes.

Victorian Curriculum Strands: Creating Designed Solutions

- **Investigating and Generating:**
 - Students work through the design process
 - Design briefs
 - Research
 - Generate designs and justify preferred options
 - Make critical decisions about materials
 - Identify a range of criteria for evaluation
- **Producing:**
 - Students safely, responsibly and using protective clothing when necessary, produce a pencil case (zipped item) and drawstring carry bag with applique
- **Evaluating:**
 - Students self-evaluate each piece of work and make appropriate suggestions for changes in reference to design ideas and production.
- **Planning and Managing:**
 - Students use processes to coordinate production of designed solutions

Assessment:

- Practical tasks
- Research Design assignment

YEAR 8

YEAR 8

The curriculum for our Year 8 students includes many special activities and events, offering opportunities for both educational and interpersonal skill development. Year 8 students participate in SIS sport, to celebrate and encourage the sporting endeavours and team spirit among our students.

There is a workshop for all Year 8 students that focuses on the issue of bullying, as part of the Pastoral Program. This workshop is a particularly important and valuable session, as it deals with an issue that is both sensitive and serious. The College has a strong commitment to educating students about the unacceptable nature of bullying behaviour, and students benefit greatly from the workshop, as it highlights the importance of accepting all people as individuals, regardless of their differences.

Year 8 students participate in a Reflection Day, where the central theme is self-esteem. Students undertake various activities relevant to this theme, and focus on building and maintaining a positive and strong sense of self.

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION – YEAR 8

CORE SUBJECT – TWO SEMESTERS

Learning Focus

In Religious Education the five Catholic Education Melbourne strands are covered each year in Years 7-10. They are:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Sacrament, Prayer and Liturgy
- Morality and Justice

Victorian Curriculum Capability Standards are also incorporated into the units of work that the students will study, recognising that Religious Education has the ability to be of benefit across all areas of the College's academic and faith life.

In Year 8 the topics studied include units of work on The Early Christian Church, St Paul the Apostle, Catholic Signs and Symbols used in the Church's Liturgical life, Life After Death, Jesus, and Good and Evil. Students are offered many opportunities to develop and practise their faith throughout each semester, including liturgical and sacramental events, nursing home visits and membership to the Nazareth Mini Vinnies conference.

Dimensions:

- Knowledge and Understanding
- Reasoning and Responding
- Personal and Communal Engagement

Assessment:

- Creative reports
- Short and Extended responses
- Essays
- Orals reports
- Tests

ENGLISH

ENGLISH – YEAR 8 CORE SUBJECT – TWO SEMESTERS

English in Years 7 to 10 is organised into three strands that support students' growing understanding and use of Standard Australian English (English).

Learning Focus:

In Semester 1:

- Students study the novel Runner and complete a range of written and creative tasks, including: a partial text response, comprehension work and a group multi-modal iMovie presentation stemming from an excursion to Richmond.
- Students learn how to structure a serial narrative task, focusing on structure, building tension and creating effective description.
- Students prepare a wide reading oral presentation 'Mystery Box'.

In Semester 2:

- Students study current issues presented in the media and learn how to analyse techniques of persuasion. A letter to the editor is constructed.
- Students study the novel A Bridge to Wiseman's Cove and complete a range of tasks associated with the novel, including a text response.
- Students complete an oral presentation in pairs, reviewing a film of their choice.
- Students study a Film as Text. Focus is on character analysis, issues stemming from the film and an analytical response is completed.

Victorian Curriculum Strands

The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

Assessment:

- Text response essays
- Personal response writing pieces
- Narrative task
- Persuasive writing
- Comprehension activities
- Oral presentations
- Creative task

ENGLISH

LITERACY SUPPORT – YEAR 8 CORE SUBJECT – TWO SEMESTERS

N.B. This subject is by invitation only. Only students identified by the College as having significant Literacy Learning Support needs will be offered a place in this subject .

Learning Focus:

The Year 8 Literacy Support group has been developed for students who find some difficulty with writing and interpreting text. As an alternative to a Languages subject, the curriculum is designed to support understanding of text and also improve the students' ability to express their thoughts in writing.

Victorian Curriculum Strands:

The program has a focus on grammar, spelling, listening and writing skills to enhance the students' learning and self-expression.

Initially the program is English-based, but then progresses into other subjects like Science and Humanities in which the language-specific vocabulary may be confusing and complex.

The students are taught to decode the information in the text books and gain a better understanding of the course content being taught in these classrooms. This supports their learning in the subjects studied so they are able to achieve better outcomes across a range of curriculum areas.

HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION – YEAR 8 CORE SUBJECT – TWO SEMESTERS

Learning Focus:

In Year 8, students continue to develop their skills through the Sport of Hockey, Gymnastics, Softball and Australian Rules. They will also have the opportunity to learn and practice specialized skills in once-off lessons through the Sports Education Program. Students will engage in fitness testing, and undertake Semester pre, mid and post testing, as well as learn to develop and undertake tailored warm-up's to improve on one fitness component during each Semester.

Health and Physical Education in Year 8 allows students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing. They develop specialised movement skills and understanding in a range of sports such as Lacrosse and European Handball. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games, and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identities.

Victorian Curriculum Strands at Level 8:

The Health and Physical Education discipline is organised into two strands, each with their own strands:

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

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

Unit Focus Areas

In Year 8 Health & Physical Education students will study a full year of Physical Education in both Semester One & Two

Semester One:

Practical Units

Topic 1: Fitness

Topic 2: Hockey

Topic 3: Gymnastics

Topic 4: Sport Education

Semester One:

Theory Units

Topic 1: Moving with Skill Chapter 8

Topic 2: Building Successful Teams Chapter 9

Topic 3: Influences during adolescence Chapter 4

Semester Two:

Practical Units

Topic 1: Fitness

Topic 2: Australian Rules

Topic 3: Softball

Topic 4: Sport Education

Semester Two:

Theory Units

Topic 1: Seeking Help Chapter 6

Topic 2 – Adolescence – Changes & Challenged Chapter 2

Assessment:

- Fitness Testing
- Practical Skill Testing
- Participation in practical classes
- Topic Tests
- Research Assignment – Hockey
- Research Assignment – Health Resource

THE HUMANITIES

THE HUMANITIES – YEAR 8 CORE SUBJECT – TWO SEMESTERS

Learning Focus:

The Humanities in Year 8 involves a study of understanding how medieval societies in Europe and Asia have provided foundations for modern society. Students also explore the Renaissance, to see how the world continued to change and develop after the Medieval period. Students explore and investigate the values and beliefs of societies through their religions and their social and political structures.

The Humanities units also include mapping and geospatial skills, whereby students learn to decipher grid and area references as well as topographic maps. Students also look at the study of landforms and landscapes including the management of these and associated hazards.

The Humanities identifies and describes ways the government influences economic activity and outcomes at the personal, local and national levels.

Victorian Curriculum Strands:

The Humanities discipline is organised into three areas each with their own strands:

- The Humanities – History
 - Historical knowledge, concepts, and skills
- The Humanities – Geography
 - Geographical knowledge, concepts, and Skills
- The Humanities – Civics and Citizenship
 - Government and democracy
 - Laws and Citizenship
 - Citizenship, Diversity, and Identity

Assessment:

A range of assessment methods will be used, which include:

- Source analysis
- Assignments
- Short answer responses
- Oral presentations
- Multimedia presentations
- Tests and quizzes
- Concept maps

LANGUAGES

ITALIAN – YEAR 8 ELECTIVE SUBJECT – TWO SEMESTERS

Learning Focus:

This course focuses on consolidating previously learned vocabulary, grammar, and cultural knowledge. Students exchange information, ideas and opinions through class discussions and self-scripted role plays. They read and listen to information in order to build their comprehension and respond effectively in written, aural and oral tasks. Students produce assessment tasks in Italian which more fluently utilise the vocabulary and grammar they have studied.

Victorian Curriculum Strands:

- Communicating

Students will be able to:

- Introduce people in their family
- Describe family members
- Describe themselves
- Tell the time
- Describe animals and say where they live
- Discuss quantity using singular and plural language and grammar
- Describe their pets and those of others
- Ask and respond to questions in Italian
- Talk about their likes and dislikes
- Understand and apply Italian verb constructions
- Discuss the weekend and various leisure activities

- Understanding

Students will learn about and develop an appreciation for:

- The Latin connections between Italian and English
 - The similarities and differences between Italian and English grammar
 - The similarities and differences between Italian and Australian culture
- Formal and informal modes of address and their cultural significance

Assessment:

- Class quizzes
- Unit tests
- Oral tasks
- Written tasks
- Aural tasks
- Reading tasks
- Research tasks
- Cultural tasks

LANGUAGES

JAPANESE – YEAR 8 ELECTIVE SUBJECT – TWO SEMESTERS

Learning Focus:

This course focuses on the students' ability to use Japanese to communicate verbally and in written language. The Hiragana script is revised and the "Katakana" and "Kanji" scripts are introduced. Using Japanese to explain the students' immediate world (family, daily activities) is a main focus of this course. Students are exposed to the Japanese language in both aural and written forms, and are able to respond in both written and oral tasks. Modern and traditional elements of Japanese culture are also studied.

Strands:

● **Communicating**

Students will be able to:

- Write in the new Katakana script
- Say who is in their family and briefly describe them
- Talk about their pets
- Talk about what they have to eat and drink
- Ask and say what day/date it is (and write dates in Kanji)
- Say where they are going (places) and who they are going with - Understand basic verb conjugation

● **Understanding**

Students will learn about and develop an appreciation for:

- Japanese food eating etiquette
- Japanese festivals and public holidays
- Traditional Japanese arts (calligraphy, tea ceremony, martial arts)
- Japanese transportation system
- How most Kanji characters are ideograms

Assessment:

- Oral tasks
- Written tasks
- Viewing and reading tasks
- Cultural assignment

MATHEMATICS

MATHEMATICS – YEAR 8 CORE SUBJECT – TWO SEMESTERS

Learning Focus:

The emphasis in all Mathematics classes at Nazareth is to encourage students to “work like a mathematician”. The Mathematics curriculum aims to ensure that students develop useful mathematical and numeracy skills for everyday life, and are able to see connections and apply mathematical concepts, skills and processes to pose and solve problems.

At Year 8 students continue to explore problems through modelling and inquiry before consolidating the essential skills. Students build on the skills and concepts learnt in Year 7 for algebra and begin to solve more complex equations. Whole number skills are extended in the introduction of directed numbers and percentages, and ratios are investigated.

Victorian Curriculum Strands:

- **Number and Algebra:**
 - directed numbers
 - ratios
 - straight line graphs
 - index laws
 - percentage applications
 - solving Equations
 - factorising expressions
- **Measurement and Geometry:**
 - circumference of a circle
 - area of a circle
 - scale applications
 - transformations
 - total surface area of prisms
 - volume of prisms other than cuboids
 - bearings
 - congruency
- **Statistics and Probability:**
 - tree diagrams
 - Venn diagrams
 - frequency tables and histograms
 - mean, median and mode

Assessment:

- Test or Application task for each unit of work

SCIENCE

SCIENCE – YEAR 8 CORE SUBJECT – TWO SEMESTERS

Achievement Standard

In Year 8 Science students continue to explore and expand their curiosity about the changing world in which they live by continuing to develop their understanding of scientific concepts and phenomena across the major science disciplines of Biological sciences, Chemical sciences, Earth and space sciences and Physical sciences. They develop an understanding of the form and features of living things and how they are related to the functions that their body systems perform. Students investigate how chemical and physical properties of substances are determined by the particle model and then use the model and the atomic structure of atoms to distinguish between an atom, molecule, element, and compound. Students explore the ways in which humans use resources from the earth and develop an understanding of energy and how energy transfer is associated with phenomena involving heat, sound, and light. Students use experimentation to isolate relationships between components in systems and explain these relationships.

Victorian Curriculum Strands at Level 8:

The Science discipline has two interrelated strands, each with their own sub-strands:

Science Understanding • Science has a human endeavour

- Scientific knowledge and understanding of the world changes as new evidence becomes available; science knowledge can develop through collaboration and connecting ideas across the disciplines and practice of science
- Science and technology contribute to finding solutions to a range of contemporary issues

• Biological sciences

- Cells are the basic units of living things and have specialised structures and functions.
- Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce

• Chemical sciences

- Chemical change involves substances reacting to form new substances
- Differences between elements, compounds and mixtures can be described by using a particle model

• Earth & Space Sciences

- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales

• Physical Sciences

- Energy appears in different forms including movement (kinetic energy), heat, light, chemical and potential energy, devices can change energy from one form to another
- Properties of sound can be explained by a wave model
- Light can form images using reflective and refractive devices and can be dispersed to produce a spectrum

SCIENCE

Science Inquiry Skills

Science inquiry involved identifying and posing questions planning, conducting and reflecting on investigations, processing, analysing and interpreting evidence, and communicating findings

- **Questioning and predicting**

- Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge

- **Planning and conducting**

- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed
- In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task

- **Recording and processing**

- Construct and use a range of representations including graphs, keys and models to record and summarise data from students' own investigations and secondary sources, and to represent and analyse patterns and relationships

- **Analysing and evaluating**

- Use scientific knowledge and findings from investigations to identify relationships, evaluate claims and draw conclusions
- Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method

- **Communicating**

- Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations

Assessment:

A range of assessment methods will be used, which may include:

- Practical investigation activities and reports
- Research and application tasks
- Unit Tests on the areas of study

SCIENCE

YEAR 8 LAUREL SCIENCE CORE SUBJECT – TWO SEMESTERS

Achievement Standard

In Year 8 Laurel Science students continue to develop their understanding of scientific concepts across the major science disciplines of Biological sciences, Chemical sciences, Earth and Space sciences and Physical sciences as well as developing experimental, research, critical thinking and application skills.

Students will undertake a science research project, which may be submitted into the Science Talent Search competition. These open investigations will enable students to continue refining their science inquiry skills by designing questions that can be investigated and then analysed.

Students will be exposed to current science research and its human application will be used to motivate and engage them by attending Fresh Science Forum. As an extension of the scientific knowledge and understanding students will take part in the International Competition and Assessment for Schools (ICAS) Competition and participate in Active Earth SPECTRA (Science Program Exciting Children Through Research Activities) Awards.

Victorian Curriculum Strands:

The Science discipline has two interrelated strands, each with their own sub-strands:

Science Understanding

- o Science has a human endeavour
- o Scientific knowledge and understanding of the world changes as new evidence becomes available; science knowledge can develop through collaboration and connecting ideas across the disciplines and practice of science
- o Science and technology contribute to finding solutions to a range of contemporary issues

● Biological Sciences

- o Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce
- o Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment

● Chemical Sciences

- o Differences between elements, compounds and mixtures can be described at a particle level
- o Chemical changes involve substances reacting to form new substances
- o All matter is made of atoms which are composed of protons, neutrons and electrons; Natural radioactivity arises from the decay of nuclei in atoms

● Earth & Space Sciences

- o Sedimentary, igneous, and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales
- o The theory of plate tectonics explains global patterns of geological activity and continental movement

SCIENCE

● Physical Sciences

- Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes changes within systems
- Properties of sound can be explained by a wave model
- Light can form images using reflective and refractive devices and can be dispersed to produce a spectrum
- The interaction of magnets using the field model and the use of magnets in the generation of electricity

Science Inquiry Skills

Science inquiry involved identifying and posing questions planning, conducting and reflecting on investigations, processing, analysing and interpreting evidence, and communicating findings

● Questioning and predicting

- Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge

● Planning and conducting

- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.
- In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task

● Recording and processing

- Construct and use a range of representations including graphs, keys and models to record and summarise data from students' own investigations and secondary sources, and to represent and analyse patterns and relationships

● Analysing and evaluating

- Use scientific knowledge and findings from investigations to identify relationships, evaluate claims and draw conclusions
- Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method

● Communicating

- Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations

Assessment:

A range of assessment methods will be used, which may include:

- Tests on areas of study
- Practical Investigation Reports and Laboratory Skills
- Science Inquiry Skills
- Research and Application Tasks – research and presentation of information
- SPECTRA Awards

PERFORMING ARTS

DRAMA – YEAR 8 ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus:

During this course students will be introduced to Drama and will explore the essential elements of this art form. They will study units on the Elements of Drama and the Elements of Improvisation.

They will begin to develop performance skills, especially in the areas of focus, confidence, and audience awareness. Students will have the opportunity to direct performance work and give analytical responses utilizing theatrical terminology.

Victorian Curriculum Strands:

● **Explore and Express Ideas**

- Students will combine the elements of drama in devised and scripted drama to explore and develop issues, ideas, and themes. They will also develop roles and characters consistent with situation, dramatic forms, and performance styles to convey status, relationships and intentions.

● **Drama Practises**

- Students will plan, structure, and rehearse drama, exploring ways to communicate and refine dramatic meaning. They will learn to develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions.

● **Present and Perform**

- Students will perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft elements.

● **Respond and Interpret**

- Students will analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning.

Assessment:

- Character profile and improvising
- Rehearsed group poetry performance
- Journal entries and written evaluations
- Original devised performance

PERFORMING ARTS

MUSIC – YEAR 8 ELECTIVE SUBJECT – ONE SEMESTER

Students electing to study this subject must have access to an instrument at home for private practice. They are also encouraged to take private lessons on their chosen instrument with one of the College instrumental tutors.

Learning Focus:

Students studying this unit will develop their skills on different instruments in the context of solo and/or ensemble rehearsal and performance. They interpret and analyse music from diverse cultures, times and locations and explore how contexts inform music and music making and how music connects with other art forms and disciplines. Students will learn how to prepare and develop effective solo and ensemble performances and explore ways of using and manipulating the elements of music and compositional devices

Victorian Curriculum Strands:

● **Explore and Express Ideas**

- Develop music ideas through improvisation, composition, and performance, combining and manipulating the elements of music

● **Music Practices**

- Structure compositions by combining and manipulating the elements of music and using notations

● **Present and Perform**

- Students will perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft elements.

● **Respond and Interpret**

- Rehearse and perform to audiences in different setting and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style

Assessment:

- Musicianship
- Composition
- Analysis and reflection

THE ARTS

VISUAL ARTS

VISUAL COMMUNICATION – YEAR 8

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus:

Year 8 Visual Communication is a foundation course which can lead into higher level art, technology and design course options.

In Year 8 Visual Communication students will explore new ways of presenting information visually. They will learn the conventions used in technical drawing for the environmental and industrial design field along with the purpose of these drawing methods. They will engage a range of methods, media, materials, equipment, and technologies to create two- and three-dimensional representations. Students will learn the importance of the elements and principles of design to effectively communicate a message and use the 'design process' as a means to experiment with imaginative and innovative ways of generating ideas. An investigation of a selected designer and associated career allows students to explore different historical, social, and cultural contexts of design.

Victorian Curriculum Strands:

● **Design Practices**

- Use observational technical, pictorial drawing systems and digital drawing methods to create a range of communications

● **Respond and Interpret**

- Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural contexts

● **Classwork Researching Type**

- Students will be introduced to the Anatomy of Type and complete in class short exercise on how to manipulate type manually and digitally

● **Present and Perform**

- Communication Design & the Design Process
- Develop and present visual communications for different purpose(s), audience and in response to specific need

Assessment:

A range of assessment procedures is used, including:

- Practical design activities
- Annotated design folio

TECHNOLOGY

FOOD TECHNOLOGY – YEAR 8 ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus:

The study of Food Technology at this year level aims to provide students with basic knowledge and skills necessary to use a range of materials, equipment and processes to produce food products. The unit contributes to student awareness and understanding of health-related issues, nutrition and their link to food. Students will learn to work safely and hygienically when preparing recipes. Students will work through the design process to create and produce a muffin.

Victorian Curriculum Strands:

Creating Designed Solutions

- **Investigating and Generating:**
 - Research and design safety
 - Food safety in the kitchen
 - Criteria for evaluation
 - Make critical decisions about production

- **Production:**
 - Students safely, efficiently and hygienically produce food products using a range of techniques, equipment, tools and ingredients, taking into consideration quality and aesthetic factors.

- **Evaluating** students evaluate design ideas and productions

- **Planning and managing** – students use processes to coordinate production of designed solutions

Assessment:

Assessment tasks include:

- Production – use of equipment and utensils to produce selected food products
- Topic test – Safety test
- Research and analytical skills – Family recipe assignment
- Design activity – Muffin Challenge

TECHNOLOGY

WOOD TECHNOLOGY – YEAR 8 ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus:

Students in Year 8 undertake the introductory level in Wood Technology. The major focus therefore is to give students a sound understanding of the basics of this area. The first and most important of these is for all students to understand what safe working practices are in relation to the tools and equipment they will encounter during their time in Technology. They will employ this knowledge as they are introduced to the steps in the design process. They will be involved at a basic level in developing design, research, production and evaluation skills as they design and produce a number of projects using a variety of materials and processes.

Victorian Curriculum Strands:

Creating Designed Solutions

- **Investigating and Generating**
 - Critique needs or opportunities for designing and investigate analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas
 - Generating – generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques
- **Producing**
 - Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions
- **Evaluating**
 - Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability
- **Planning and Managing**
 - Use project management processes to coordinate production of designed solutions

Assessment:

A range of assessment methods will be used, including:

- Practical tasks
- Written tasks
- Research assignment – Investigate a Product over time