

*faith
care
learning*



AVE MARIA COLLEGE
A Catholic College for Young Women

Year 08

Subject Information 2017



Year 08 Academic Program

The Year8 program aims to consolidate the foundations of learning developed in Year 7. The course is comprised of **seven compulsory subjects** which run for the full year, and four semester-long units in the Arts and Technology area.

Students in Year 8 select one Language other than English (LOTE) that they will study in Year 8 and continue through to the end of Year 9.

Clicking on a subject name below will take you directly to that page.

Core Subjects (Whole Year)

Religious Education	3
English.....	4
Health and Physical Education	5
Humanities	6
Mathematics	7
Science	8
Visual Art.....	9

Core subjects (semester long)

Design and Digital Technology: Food	10
Design and Digital Technology: Textiles	11
Performing Arts: Music.....	12
Performing Arts: Drama	13

Student selection options:

Languages: Indonesian.....	14
Languages: Italian	15

Sample Course Plan.....	17
-------------------------	----

Year 8 Religious Education

Course overview

In Semester One, students examine the lives of St Clare and St Francis and explore the meaning of sainthood and appreciate the legacy left by these two saints. Next, students open themselves to the wisdom of the Ten Commandments and the Beatitudes and gain an understanding of both as guides for living the Christian life. In the topic, Hope and Redemption, students become aware that all human institutions contain good and evil, and that we live with the tension this creates. Students learn to recognise the images in society which highlight the contrast between good and evil. In Semester Two, students learn to appreciate the breadth and nature of the Scriptures, and the variety of literary styles and objectives of their writers. They also learn to respect the Scriptures as a source of wisdom, and appreciate them as a religious interpretation of Israel's history. In Sacraments of Healing and Hope, students learn to value the need for reconciliation and healing as unifying forces for the community. In What Catholics Believe, students learn to appreciate the relevance of the Church's teachings to their lives.

What students should *know* at the end of the course

- The impact of St Francis and St Clare on the life of the Church overall
- The relevance of St Francis and St Clare for modern Christians today
- How both the 10 Commandments and the Beatitudes can be understood as guides for living a Christian life
- How images of good and evil are used in music, media and film
- That the Kingdom of God is a symbol of a full human life, of the way things would be if we truly listened to God's word and followed God's will
- The purpose of each of the different literary forms used in the Bible
- The definition of sin and the need for spiritual healing
- The meaning and the practice of "Restorative Justice"
- That the Nicene Creed is the important expression of the faith of the Catholic community
- Stories of people who live/have lived by their deeply held beliefs

What students should be *able to do* by the end of the course

- View some of the images/depictions of St. Clare and St. Francis and discuss these images
- Research and present a dramatisation on aspects of St. Clare's life and beliefs
- Discuss the values of the Ten Commandments and the Beatitudes
- Conduct research and present findings on a person whose life reflects the values of the Beatitudes
- Analyse the role of the media in shaping public opinion
- Analyse Christian symbols of hope and submit own image of a symbol of hope
- Discuss the features of the literary forms that are used in the Old Testament and the New Testament
- Discuss what is meant by a fundamentalist approach to reading the Bible and the Catholic Church's view
- Explain the meaning and the practice of "Restorative Justice"
- Describe the purpose of each of the sacraments of healing (Reconciliation and Anointing of the Sick)
- Demonstrate understanding of the message of hope that is at the centre of Christian faith
- Tell the story of a person who lives/has lived by his/her deeply held beliefs
- Demonstrate understanding of the importance of the Nicene Creed

How these outcomes will be assessed

Formative: Group work

Summative: Drama, analytical tasks, oral presentation, tests

Year 8 English

Course overview

The English curriculum at year 8 is built around the three interrelated strands of Language, Literature and Literacy, with all three strands integrated into teaching and learning programs. Together, they focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In English, students engage with a variety of texts for enjoyment. They listen to, read, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. With this, students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students in year 8 create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

What students should *know* at the end of the course

- understand the structures and features of an analytical essay and how to respond to an essay topic
- that authors and directors use text structures and language to create specific purposes and effects
- how to analyse a narrative text, to identify how plot and characters are used by authors to present themes and ideas
- how to create texts for a range of purposes and audiences
- how to apply increasing knowledge of vocabulary, grammar, text structures and language features
- how to competently use punctuation conventions, including colons, semicolons, dashes and brackets in texts
- the structure, features and conventions of effective and well-planned spoken, written and multimodal texts
- the metalanguage required to analyse written and multimodal texts

What students should be *able to do* by the end of the course

- present an argument about a literary text in response to an essay question
- write a cohesive analytical essay
- plan and create a zine, using written and visual language, which is well-sequenced and edited
- analyse text structures and language features of literary texts
- present and discuss an idea and to influence and engage an audience in a multimodal presentation
- use comprehension strategies to interpret and analyse literary and persuasive texts
- create written and spoken texts that present a point of view and advance or illustrate arguments
- review and edit their own and others' texts to improve clarity and accuracy

How these outcomes will be assessed

Students will complete three assessments each semester, using the modes of reading and viewing, speaking and listening and writing, including:

- presenting their research in a speech, for *The Boy in the Striped Pyjamas*;
- analysing a passage from a text and responding to specific questions about it and the text more broadly;
- planning, creating and editing a zine, with 80 percent original content, on a subject/topic of their choice;
- writing an analytical essay
- creating a multimodal presentation, promoting a new series;
- analysing a multimodal presentation to identify the intended effect on audience, of specific elements

Year 8 Health and Physical Education

Course overview

At Level 8 students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. The students will learn to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. 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. They reflect on and refine personal and social skills as they participate in a range of physical activities.

What students should *know* at the end of the course

- strategies to manage changes and transitions and their impact on identities
- the benefits of relationships on wellbeing and respecting diversity
- the factors that influence emotional responses
- the strategies that enhance their own and others' health, safety and wellbeing
- the cultural and historical significance of physical activities
- how connecting to the environment can enhance health and wellbeing
- personal and social skills required to establish and maintain respectful relationships
- how to promote health, safety and wellbeing

What students should be *able to do* by the end of the course

- investigate strategies and resources to manage changes and transitions and their impact on identities
- evaluate the benefits of relationships on wellbeing and respecting diversity
- analyse factors that influence emotional responses
- gather and analyse health information
- investigate strategies that enhance their own and others' health, safety and wellbeing
- investigate and apply movement concepts and strategies to achieve movement and fitness outcomes
- examine the cultural and historical significance of physical activities
- examine how connecting to the environment can enhance health and wellbeing
- explain personal and social skills required to establish and maintain respectful relationships
- justify actions that promote their own and others' health, safety and wellbeing
- demonstrate control and accuracy when performing specialised movement skills
- apply and refine movement concepts and strategies to suit different movement situations
- apply the elements of movement to compose and perform movement sequences

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests
- Modelling/Analysis Tasks
- Problem Solving Tasks

End of semester examinations

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.

Year 8 Humanities

Course overview

The Year 8 Humanities course comprises five units of study where students will develop an understanding of key concepts in History, Geography, Civics and Business. The History units focus on the period from 650-1750 CE and students analyse: the changing relations between Islam and the West; the way work contributed to individual and societal well-being; the role of enterprise; the growth of a global markets; the origins of our system of government; and, the active participation of the individual. They investigate the impact of the Black Death on Asian, European and African populations. They also review the developments in Shogunate Japan, including the role of the Tokugawa in reimposing a feudal system. In the first of the geography units, Landforms and Landscapes, students investigate the processes that shape individual landforms and develop an understanding of the concepts of environment and sustainability. The second unit, Changing Nations, they study the changing human geography of countries as revealed by key shifts in population. The unit also explores the process of urbanisation and draws on a study from Asia.

What students should *know* at the end of the course

- The patterns of change and continuity during the period 650 -1750CE; causes and effects of events and developments; and, motives and actions of people at the time
- The significance of individuals and groups and how they were influenced by their society
- Rise of representative democracy and the key features of government
- The role of work and business and their contribution to the well-being of society
- Different types of landscapes, their landform features and the processes that produce them
- The impact of human development on various landscapes and, ways of providing protection
- Causes and consequences of urbanisation, drawing on a study from Asia
- Differences in urban settlement patterns between Australia and the United States.

What students should be *able to do* by the end of the course

- Identify the origin and purpose of primary and secondary data; sequence historical events and periods; and, use historical terms and concepts
- Identify and locate relevant sources using ICT and other methods
- Locate, compare, select and use information from a range of sources of evidence
- Develop geographically significant questions and plan an inquiry
- Analyse and evaluate information and data using qualitative and quantitative methods

How these outcomes will be assessed

Students will be assessed by undertaking a variety tasks that may include: a 500-600 word essay; a 500-600 report; an oral presentation; and, an examination. Strategies will be modified to cater for a variety of learning needs.

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.

Year 8 Mathematics

Course overview

This course follows the Victorian Curriculum Level 8 requirements. The proficiency strands *Understanding, Fluency, Problem Solving* and *Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. At this year level, the areas of study across the content strands are as follows:

Number and Algebra: Number and place value, Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships;

Measurement and Geometry: Using units of measurement and Geometric Reasoning; and *Statistics and Probability*: Chance, Data representation and interpretation.

What students should *know* at the end of the course

- use the four operations with integers, decimals, irrational numbers, percentages and indices in order to solve problems
- solve problems related to money including percentage increases and decreases, profits and losses
- simplify algebraic expressions, apply the distributive law to the expansion of algebraic expressions, factorise algebraic expressions, solve linear equations using algebraic techniques
- plot linear relationships on the Cartesian plane and solve linear equations using graphical techniques
- solve a range of problems involving rates and ratios
- solve problems involving duration, including using 12- and 24-hour time within a single time zone
- use appropriate units of measurement, find perimeters and areas of polygons and circles and find volumes of rectangular, triangular prisms and prisms in general
- define congruence of plane shapes using transformations, establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning
- identify complementary events and use the sum of probabilities to solve problems, describe events using specific language and represent events in two-way tables and Venn diagrams and solve related problems
- investigate techniques for collecting data, including census, sampling and observation, investigate the effect of individual data values, including outliers, on the mean and median
- use efficient mental and written strategies and appropriate digital

What students should be *able to do* by the end of the course

- use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers;
- estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages;
- simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions; solve linear equations and graph linear relationships on the Cartesian plane;
- convert between units of measurement for area and for volume; find the perimeter, circumference and area of various shapes, and solve problems relating to the volume of prisms;
- identify conditions for the congruence of triangles and deduce the properties of quadrilaterals; explain issues related to the collection of sample data and discuss the effect of outliers on data;
- use Venn diagrams and two-way tables; use appropriate language to describe events and experiments; determine complementary events and calculate the sum of probabilities. These concepts will be completed with and without the use of digital technologies.

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Skills tests; Modelling/Analysis Tasks; Problem Solving Tasks; Assignments; End of semester examination

Year 8 Science

Course overview

In year 8, students learn how to use a microscope, so that they can differentiate between a typical animal and plant cells. They investigate the main organs and biological mechanisms of body systems. They explore changes in the states of matter, and distinguish between chemical and physical change. Students compare processes of rock formations including the time scales involved. They investigate different forms of energy and explain how energy transfers and transformations cause change in simple systems. They use examples to illustrate how light images form, and use the wave model to explain properties of sound.

What students should *know* at the end of the course

- 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
- Differences between elements, compounds and mixtures can be described by using a particle model
- The properties of the different states of matter can be explained in terms of the motion and arrangement of particles
- Chemical change involves substances reacting to form new substances
- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales
- 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
- Light can form images using the reflective feature of curved mirrors and the refractive feature of lenses, and can disperse to produce a spectrum which is part of a larger spectrum of radiation
- The properties of sound can be explained by a wave model

What students should be *able to do* by the end of the course

- Students identify questions that they can investigate scientifically
- Plan experiments and identify variables to be changed, measured and controlled.
- Summarise data and construct representations of their data to reveal and analyse patterns and trends
- Use data to develop conclusions.
- Explain how modification to methods could improve the quality of their data.

How these outcomes will be assessed

- Students will complete a number of research investigations where they communicate their ideas using scientific language and appropriate representations.
- Students will complete a number of practical investigations where they plan a fair test, identify variables and draw on evidence to support their conclusions.
- Students will complete formal written tests and an examination which requires them to recall knowledge and to analyse unfamiliar contexts.

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment

Year 8 Visual Art

Course overview

Over the course of the year students will use a range of starting points to explore and refine aspects of the design process in a Visual Diary where they maintain a record of their exploration and development of ideas and problem solving processes. Students will apply processes of reflection and evaluation to develop skills in refining and shaping their works to effectively communicate their intended aims and experiment with imaginative ways of creating solutions to set tasks. The production of a folio of final presentations will be based on two and three-dimensional art forms (Acrylic Painting, Ceramics, Printmaking (Lino), Painting of Sculpture, Drawing and Design). Individual units allow students to develop skills, knowledge and understanding of skills and techniques relevant to each specific area.

In Art Theory students will explore and respond to art works from a range of art periods, specifically Ancient Roman and Christian Art traditions and cultures using appropriate arts language. They will focus on context, interpreting and responding, criticism and aesthetics related to both contemporary and traditional arts forms and styles. They will employ research skills to inform their concept of style and apply their observation skills when describing, comparing and analysing arts works.

What students should *know* at the end of the course

- Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork;
- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes;
- Develop planning skills for art-making by exploring techniques and processes used by different artists;
- Practise techniques and processes to enhance representation of ideas in their art-making;
- Analyse how artists use visual conventions in artworks;
- Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples.

What students should be *able to do* by the end of the course

- methodically use a visual diary for a design process that documents plans and organises their design work;
- understand and manipulate arts elements and principles when designing and creating artworks as well as extend their skills through ways of manipulating the different design aesthetics;
- experiment with a range of ideas, media, and materials and /or techniques in their visual diaries;
- generate ideas for artworks through research about how artists communicate feelings and ideas;
- use two- and three-dimensional media as well as digital technologies to build a range of technical competencies;
- personally apply skills across a range of arts forms; continuing to develop, practice correct technical procedures;
- evaluate their own artwork, reflecting on areas of improvement and determining how it communicates a feeling or an idea;
- research and compare artworks from Christian Art periods and describe, analyse and interpret the formal properties of artworks, developing arts language through description and analysis.

How these outcomes will be assessed

- Visual Diary: assessed at the end of Semester 1 and 2;
- Folio of finished artworks : Printmaking, Painting, Ceramics and Multimedia;
- Art History research and analysis tasks: Ancient Roman and Christian Art

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.

Year 8 Design and Digital Technology: Food

Course overview

In year 8 food students will use project management processes, individually and in teams, in the development of innovative food solutions in design and technology contexts. They explore characteristics of ingredients, in particular, fruits and vegetables, and common cooking processes, and carry out tests and production activities to determine their suitability for a range of purposes. Using the Design Process, students will design and produce food products, giving consideration to the impact of their sensory properties, and evaluate the advantages and disadvantages of design ideas. They will identify the sequence of steps involved in design tasks and develop plans to manage their implementation, including safety and the responsible use of tools and equipment. Students will use a variety of technologies and techniques to communicate, generate and clarify ideas whilst incorporating symbols and technical terms, annotated concept sketches and drawings. Students will explore food products in terms of packaging and marketing through the 'Food For Special Occasions' brief. They will be introduced to food production in Australia and some of the environmental considerations associated with the food industry, such as waste management.

What students should *know* at the end of the course

Design and technologies knowledge and understanding

- Ways in which food products evolve locally, regionally and globally the the creativity, innovation and enterprise of individuals and groups, including food packaging and marketing
- How some foods are produced (fruits and vegetables) and how they can become more sustainable
- How characteristics and properties of foods, in particular sensory and nutritional properties, determine preparation techniques and presentations when designing solutions for healthy eating
- Ways to produce designed solutions through the selection and and combining of characteristics and properties of materials, systems, tools and equipment

What students should be *able to do* by the end of the course

Design and Technologies Processes and Production Skills

- 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.
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques
- Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make designed solutions
- Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability

How these outcomes will be assessed

1. research and present information on a selected fruit or vegetable
2. Investigate, design, produce and evaluate a solution to the food for Special Occasions design brief
3. produce and evaluate a range of foods, that incorporate a range of tools, equipment and ingredients.
4. demonstrate the principles of good hygiene and safety when working in the kitchen.

NB – students may be filmed or photographed as evidence of achievement, and for authentication during assessments

Year 8 Design and Digital Technology: Textiles

Course overview

The study enables students to focus on Textiles as a specialist context of Design and Digital Technologies. Students will use creativity and innovation skills to communicate and represent original ideas through design options. They will also develop and document production design plans to identify the steps involved in planning the production of designed solutions through a visual journal. Students will learn about and develop their skill level and safety knowledge of a range of simple to complex equipment including sewing machines, irons and other small tools. Students will be taught the fundamental skills of basic machine stitches; hand stitching and application of embellishments and appliqué in the construction of a garment. Through research they will investigate and develop an understanding of the origins, properties and characteristics of man-made fibres and fabrics.

What students should *know* at the end of the course

How to:

- examine and prioritise competing factors including social, ethical and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures;
- analyse how fibres are produced when designing managed environments and how these can become more sustainable;
- generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques;
- effectively and safely use a broad range of materials, components, tools, equipment and techniques to make designed solutions;
- independently develop criteria for success to assess design ideas, processes and solutions and their sustainability;
- use project management processes when working individually and collaboratively to coordinate production of designed solutions;
- develop a glossary of design terms and associated definitions.

What students should be *able to do* by the end of the course

Be able to:

- investigate how ethics, social values, profitability and sustainability considerations impact on the wellbeing of a community and the environment;
- investigate and research the source, production techniques, and use of man-made fibres in commercial products;
- use a variety of critical and creative thinking strategies such as brainstorming, research, and sketching to generate innovative design ideas;
- produce annotated exploration and refinement sketches, and presentation drawings using technical terms, scale, and templates to explain design ideas;
- document and communicate the generation and development of design ideas for an intended audience;
- Practice techniques to improve expertise in machine and hand sewn processes;
- identify and manage risks in the planning and development of various projects, working safely, responsibly and cooperatively in the classroom;
- consider how to improve technical expertise through practice and evaluation;
- explain and interpret drawings, planning and production steps needed to produce products;
- define technical and design terminology and apply their meanings through the context of their work.

How these outcomes will be assessed

Assessment will include:

Visual Diary: assessed at the end of semester
 Machine production work: pyjama pants
 Man-Made fibre research task

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.

Year 8 Performing Arts: Music

<p>Course overview</p> <p>Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating the musical elements, principles and/or conventions when designing, making and presenting musical works for particular purposes and audiences. Students use processes of rehearsal, reflection and evaluation to develop skills in refining and shaping their works to effectively communicate their intended aims, and experiment with imaginative ways of creating solutions to set tasks. They use research to inform their concept of style and apply their observation skills when describing, comparing and analysing arts works. Students use appropriate arts language when discussing their own and other musicians' intentions and expressive use of arts forms, elements, principles and/or conventions and when describing, analysing and interpreting the content and meaning of musical works. They develop their performance practice, by presenting informed performances as members of a small ensemble. They develop their overall musicianship skills, focussing on composition and manipulation of theoretical concepts.</p>
<p>What students should <i>know</i> at the end of the course</p> <ul style="list-style-type: none"> • Experiment with Texture and Timbre in sound sources using aural skills • Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music • Practice and rehearse a variety of music, including Australian music, to develop technical and expressive skills • Structure compositions by combining and manipulating the elements of music using notation • Perform and present a range of music, using techniques and expression appropriate to style • Analyse Composers' use of the elements of music and stylistic features when listening to and interpreting music
<p>What students should be <i>able to do</i> by the end of the course</p> <ul style="list-style-type: none"> • Plan for effective performance and perform with awareness, on a variety of instruments, both rhythmic and melodic (incl. voice) • Can interpret musical notation, both in short hand and on the staff • Can improvise and compose • Can manipulate the elements through performance • Can manipulate theoretical knowledge through a number of mediums (ICT, hand written notation, visual or drawn) in order to express culturally and stylistically contrasting compositions • Can analyse a variety of musical works using the Elements of Music • Can both identify and discuss HOW the elements are being used • Can use appropriate musical language.
<p>How these outcomes will be assessed</p> <ul style="list-style-type: none"> • Analysis of Musical Score using the Elements Assignment • Theory and aural test • Pop Song composition • Ensemble Performances <p>NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.</p>

Year 8 Performing Arts: Drama

Course overview

The drama course in Year 8 covers two units over the course of a semester. In the first, students investigate a specific dance style and its historical and cultural context. They acquire some movement vocabulary in this style, and compare it with contemporary and Indigenous forms of Australian dance. Finally, they use these dance styles as a stimulus to create a performance. In the second unit, students work with scripts to build a production of *Frankenstein*. They use playmaking techniques to develop the performance, and continue to develop their expressive skills. Throughout both units, students keep a journal where they reflect on and evaluate their learning as actors, directors and dancers.

What students should *know* at the end of the course

- Combine elements of dance and improvise by making literal movements into abstract movements
- Develop their choreographic intent by applying the elements of dance to select and organise movement
- Practise and refine technical skills in style-specific techniques
- Structure dances using choreographic devices and form
- Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent
- Analyse how choreographers use elements of dance and production elements to communicate intent
- Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples
- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions
- Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect
- Perform devised and scripted drama maintaining commitment to role

What students should be *able to do* by the end of the course

- Explain the importance of dance traditions to different cultures.
- Use effective warm-up and cool-down procedures to prevent injury and strain.
- Choose and respond to music which is appropriate to choreographic intent.
- Create a movement vocabulary which reflects the traditions of the specific dance styles studied
- Choreograph, learn, refine and perform movement vocabulary precisely and with confidence.
- Reflect on own and others' choreography and performances in written and verbal forms.
- Make characterisation choices based on information from the script.
- Use and manipulate elements of stagecraft to enhance characterisation.
- Work in a group to present a scene from the play.
- Manipulate dramatic elements and conventions to entertain and engage a specific audience.
- Use expressive and performance skills to enhance a character.
-

How these outcomes will be assessed

Ensemble Performances:

Group dance performance and reflection

Frankenstein class performance and individual reflection

Year 8 Indonesian

Course overview

The Indonesian language at year 9 follows pathway 2 for students who have begun learning the language at years 7 and 8. At this level students begin to compare and contrast aspects of Indonesian life with those in multicultural Australia, and identify similarities and differences. At this stage they begin to explore the implications and possibilities of Indonesian for further study, career and citizenship. Students interact to exchange information and opinions on topics related to the world of adolescences including leisure, relationships, study, careers, the media and issues of general interest to young people. They expand their knowledge of spoken and written conventions. Learners listen to, read, write and view a range of texts in Indonesian. They conduct research and reorganise information to present to others. Students use learned language in simulated situations to interact with others via role-play, conversations, interviews, and correspondence. They are exposed to native spoken language via audio-visual mediums such as film. Students further understand the difference between spoken and written Indonesian, formal and informal language and passive voice.

What students should *know* at the end of the course

- How to form transitive and intransitive verbs
- How to form abstract nouns
- How to form object focus sentences and how to use passive voice
- How to use modal auxiliaries
- How to ask questions regarding frequency of activities
- How to use time indicators

What students should be *able to do* by the end of the course

- Share experiences and opinions with peers about teenage life and responsibilities
- Arrange social events by planning negotiating and deciding with peers
- Present a report about an issue
- Design and respond to invitations
- Talk about weather and environment
- Make a booking
- Ask and respond to questions about frequency of activities
- Ask and respond to questions and talk about routines and hobbies
- Express height, width and distance of geographical features
- Talk about festivals and ceremonies

How these outcomes will be assessed

Oral tests
 Reading tests
 Vocabulary and Grammar tests
 Listening tests
 Writing assessment

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.

Year 8 LOTE: Italian

Course overview

The Year 8 Italian curriculum is built around two interrelated strands of understanding and communicating. Students are encouraged to listen to, speak, read and write Italian in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, developing cultural knowledge and for intercultural exchange. Students experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They notice how Italian is used differently in different contexts and how Italian speakers communicate in ways which may be different to their ways. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Students focus on the different systems (*grammar, vocabulary, sounds*) that structure language use, and reflect on their experience as Italian language learners and users. They gradually build a vocabulary and grammatical base which allows them to compose and present different kinds of simple texts. They understand and apply elements of Italian grammar, such as definite and indefinite articles; pronouns; present tense regular and irregular verbs; gender and number agreement of nouns and adjectives; positioning of adjectives; and prepositions. Students understand that language is organised as *text*, and that texts use different structures and language features to achieve different purposes. They create their own texts mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, exploring how language choices determine how people, events or circumstances are represented.

What students should *know* at the end of the course

- A broad range of vocabulary pertaining to: animals and their habitats; musical instruments, sports and pastimes; countries, cities nationalities and languages; different types of transport; Italian food.
- Grammatical rules pertaining to the use of the definite article (singular and plural); the indefinite article; noun and adjective endings (singular and plural) as well as gender agreement; the personal pronouns; conjugations of regular - are, -ere and -ire verbs; irregular verbs: essere, avere, fare and andare; the suffix, -issimo; the adjective buono
- The correct pronunciation of: the vowels; double consonants, nn, cc and ll; the sounds sc, sch, gli and gn.
- About various aspects of Italian people and their culture: geography; history; language; food; currency; unique means of transport; pastimes; products; lifestyle
- When to use formal and informal modes of addressing people

What students should be *able to do* by the end of the course

- Be able to express their preferences; likes and dislikes
- Discuss hobbies and weekend activities
- Talk about food
- Use a range of question words to request information
- Be able to tell the time in Italian
- Talk and write about their pets; other animals
- Apply the use of adjectives correctly adhering to agreements of gender and number; and word order
- Perform in simulated situations referring to catching public transport
- Use numbers in different situations such as enquiring about cost of an item or service and purchasing items
- Use grammatical structures such as definite and indefinite articles
- Use personal pronouns to assist in verb conjugations
- Use the present tense in written and spoken language
- Talk about past events in Ancient Rome eg. The events at Pompeii

How these outcomes will be assessed

The following is graded assessment:

- Listening tests, assessing student ability to: use sound symbol correspondence to decipher words; identify the gist and main ideas of an audio text; select and order information.
- Reading Comprehension tests, assessing student ability to: comprehend the gist and identify the main ideas of a written text; select and order information and use proofreading skills.
- Speaking tasks, assessing student ability to: initiate and participate in speaking interaction, expressing facts and /or personal opinions on a familiar topic. They are required to accurately reproduce modelled language using appropriate register, structure and gesture.

- Writing tasks, assessing student ability to: use familiar structures within a series of linked sentences to convey information for a given purpose; extend and link sentences using simple devices and showing accuracy, appropriateness & control of vocabulary & grammatical structures; provide depth of content and to order information in a logical manner.
- Vocabulary tests and Grammar tests, assessing: accuracy, control and appropriate use of vocabulary and grammatical structures.

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.

Course Plan

SAMPLE YEAR 8 COURSE 2017

Outlined below is a sample of what a year 9 student's course might look like:

Year 9	CORE subjects (year long)							Core (semester length)		Language selection
Semester 1	Religious Education	English	Humanities	Mathematics	Health and Physical Education	Science	Visual Arts	Design Technology Food	Performing Arts Drama	Italian OR Indonesian
Semester 2								Design Technology Textiles	Performing Arts Music	

Summary of selections required:

Languages (1 or either)

- Indonesia
- Italian

Students have the option to select "no preference" which indicates they would be happy to study either language. Any student who selects this may be placed in either language choice in accordance with class sizes. Students who select this will be advised as early as possible of their allocation.