

# Curriculum Guidelines

## Year 8

### Faith Lutheran College

### Middle School

### 2018



Curriculum Guidelines - Year 8



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# Contacts

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Listed below are key staff who can assist you with your subject selections.

## Key Staff:

Mr Daniel Amey	Head of College	<a href="mailto:damey@faith.sa.edu.au">damey@faith.sa.edu.au</a>
Mrs Kirsty Hansen	Middle School Curriculum Coordinator	<a href="mailto:khansen@faith.sa.edu.au">khansen@faith.sa.edu.au</a>
Mr Neil Jaensch	SACE Coordinator	<a href="mailto:njaensch@faith.sa.edu.au">njaensch@faith.sa.edu.au</a>
Ms Trish Cirillo	Pathways Coordinator	<a href="mailto:tcirillo@faith.sa.edu.au">tcirillo@faith.sa.edu.au</a>
Mrs Dianne Sanders	VET Coordinator	<a href="mailto:dsanders@faith.sa.edu.au">dsanders@faith.sa.edu.au</a>
Ms Sarah Ruwoldt	Year 12 Wellbeing Leader	<a href="mailto:sruwoldt@faith.sa.edu.au">sruwoldt@faith.sa.edu.au</a>
Mr Nick Schmidt	Year 11 Wellbeing Leader	<a href="mailto:nschmidt@faith.sa.edu.au">nschmidt@faith.sa.edu.au</a>
Ms Judy Minge	Year 10 Wellbeing Leader	<a href="mailto:jminge@faith.sa.edu.au">jminge@faith.sa.edu.au</a>
Mr Joel Darling	Year 9 Wellbeing Leader	<a href="mailto:jdarling@faith.sa.edu.au">jdarling@faith.sa.edu.au</a>
Mrs Michelle Schwarz	Year 8 Wellbeing Leader	<a href="mailto:mschwarz@faith.sa.edu.au">mschwarz@faith.sa.edu.au</a>

## Key Websites:

SACE Board	<a href="http://www.sace.sa.edu.au">www.sace.sa.edu.au</a>
SATAC	<a href="http://www.satac.edu.au">www.satac.edu.au</a>
Charles Darwin University	<a href="http://www.cdu.edu.au">www.cdu.edu.au</a>
Flinders University	<a href="http://www.flinders.edu.au">www.flinders.edu.au</a>
The University of Adelaide	<a href="http://www.adelaide.edu.au">www.adelaide.edu.au</a>
University of South Australia	<a href="http://www.unisa.edu.au">www.unisa.edu.au</a>
TAFE SA	<a href="http://www.tafesa.edu.au">www.tafesa.edu.au</a>



# Summary of Subjects

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Learning Area	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	CONTACT
<b>Agriculture</b>	<ul style="list-style-type: none"> <li>• Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Agricultural Production</li> </ul>	<b>Bob Mitchell</b>
<b>Creative Arts</b>	<ul style="list-style-type: none"> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Arts – Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Arts – Drama</li> </ul>	<b>Colin Davis</b>
<b>English</b>	<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Essential English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Essential English</li> <li>• English Literary Studies</li> </ul>	<b>Lisa Norwood</b>
<b>Health &amp; PE</b>	<ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Education</li> </ul>	<b>Ashley Clarke</b>
<b>Hospitality &amp; Textiles Technology</b>	<ul style="list-style-type: none"> <li>• Hospitality &amp; Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Hospitality &amp; Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Food &amp; Hospitality</li> <li>• D&amp;T - Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Food &amp; Hospitality</li> <li>• Material Products - Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Food &amp; Hospitality</li> <li>• Material Products - Textiles</li> </ul>	<b>Bronwyn Young</b>
<b>Humanities &amp; Social Sciences</b>	<ul style="list-style-type: none"> <li>• Business &amp; Economics</li> <li>• Civics &amp; Citizenship</li> <li>• History</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Business &amp; Economics</li> <li>• Civics &amp; Citizenship</li> <li>• History</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Ancient Studies</li> <li>• Business &amp; Enterprise</li> <li>• Modern History</li> <li>• Information Processing &amp; Publishing</li> <li>• Geography</li> <li>• Psychology</li> <li>• Workplace Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Ancient Studies</li> <li>• Business &amp; Enterprise</li> <li>• Modern History</li> <li>• Information Processing &amp; Publishing</li> <li>• Geography</li> <li>• Psychology</li> <li>• Workplace Practices</li> </ul>	<b>Michelle Schwarz</b>
<b>Languages</b>	<ul style="list-style-type: none"> <li>• Japanese</li> <li>• German</li> </ul>	<ul style="list-style-type: none"> <li>• Japanese</li> <li>• German</li> </ul>	<ul style="list-style-type: none"> <li>• Japanese</li> <li>• German</li> </ul>	<ul style="list-style-type: none"> <li>• Japanese</li> <li>• German</li> </ul>	<ul style="list-style-type: none"> <li>• Japanese</li> <li>• German</li> </ul>	<b>Kirsty Hansen</b>
<b>LIFE</b>	<ul style="list-style-type: none"> <li>• LIFE</li> </ul>	<ul style="list-style-type: none"> <li>• LIFE</li> </ul>	<ul style="list-style-type: none"> <li>• LIFE</li> </ul>	<ul style="list-style-type: none"> <li>• LIFE</li> </ul>	<ul style="list-style-type: none"> <li>• LIFE</li> </ul>	<b>Craig Chidgey</b>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Applied Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Mathematics A&amp;B</li> <li>• General Mathematics A&amp;B</li> <li>• Mathematical Methods A,B&amp;C</li> <li>• Specialist Mathematics D</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Mathematics</li> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul>	<b>Michael Nokes</b>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Music - Composing &amp; Arranging</li> <li>• Music - Ensemble Performance</li> <li>• Music - Musicianship</li> <li>• Music - Music Individual Study</li> <li>• Music - Music Technology</li> <li>• Music - Performance Special Study</li> <li>• Music - Solo Performance</li> </ul>	<b>Frank Cammans</b>
<b>Personal Learning Plan</b>			<ul style="list-style-type: none"> <li>• Personal Learning Plan</li> </ul>			<b>Christine Mardle</b>
<b>Research Project</b>					<ul style="list-style-type: none"> <li>• Research Project</li> </ul>	<b>Alison McLean</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Biology</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Biology</li> <li>• Physics</li> </ul>	<b>Louise Pumpa</b>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>• Digital Technologies</li> <li>• Design &amp; Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Design &amp; Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• D&amp;T – Metal</li> <li>• D&amp;T – Wood</li> <li>• D&amp;T – Electronics</li> </ul>	<ul style="list-style-type: none"> <li>• Material Products – Metal</li> <li>• Material Products – Wood</li> <li>• Systems &amp; Control Products Electronics</li> </ul>	<ul style="list-style-type: none"> <li>• Material Products (Metal/Wood)</li> <li>• Systems &amp; Control Products Electronics</li> </ul>	<b>Jason Rosenzweig</b>
<b>Visual Arts</b>	<ul style="list-style-type: none"> <li>• Art</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Design</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Design</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Design</li> </ul>	<b>Cherie O'Dea</b>
<b>VET</b>			<ul style="list-style-type: none"> <li>• Certificate II Live Production &amp; Services</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate II in Construction (partial)</li> <li>• Certificate II in Live Production &amp; Services</li> <li>• Certificate III in Christian Ministry</li> <li>• Certificate III in Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate III in Fitness</li> </ul>	<b>Dianne Sanders</b>

Faith College is committed to designing learning experiences that create 'world ready' students.



## World Ready

The term 'world ready' describes the deeper learning attributes, capabilities and skills that Faith College is committed to developing in every graduate. It is widely accepted that deeper learning or 21st century skills include...

<b>LIFELONG LEARNERS</b>	<ul style="list-style-type: none"><li>• Have a love of learning</li><li>• Are curious, interested and problem-solvers</li><li>• Are self-motivated and independent</li><li>• Are creative and collaborative</li><li>• Are analytical and reflective</li><li>• Are globally aware and internationally minded</li></ul>
<b>SELF-CONFIDENT AND SELF-AWARE</b>	<ul style="list-style-type: none"><li>• Are actively developing personal strengths and talents</li><li>• Are resilient and balanced in their approach</li><li>• Are developing a sense of meaning and purpose</li><li>• Can see beyond self and have a care for humanity</li><li>• Are able to take responsibility and ownership</li></ul>
<b>COMMUNICATORS AND COLLABORATORS</b>	<ul style="list-style-type: none"><li>• Value teamwork</li><li>• Work collaboratively</li><li>• Are relational and empathetic</li><li>• Are effective communicators across a range of mediums</li><li>• Are developing local, national and global cultural awareness and networks</li></ul>
<b>CREATORS AND INNOVATORS</b>	<ul style="list-style-type: none"><li>• Are flexible thinkers</li><li>• Are generators of ideas and solutions</li><li>• Are risk takers, willing to try new things</li><li>• View failure as a learning opportunity</li><li>• Are users of latest technology</li></ul>

## Designing learning experiences that creates 'world ready' students.

In every classroom, in every year level, and in every subject discipline, our staff enhance learning by intentionally designing learning experiences infused with, and informed by, our learning approaches.

Faith teachers utilise a varied range of strategies to connect with and develop 'world ready' students. Three key learning approaches which strongly enhance student learning and are a clear feature of our teaching and learning programs at Faith College are:



Intentional, deliberate and well planned rich learning experiences at Faith College are identified through the presence of creative, collaborative and engaging design elements. We are passionate about and we celebrate this approach to teaching, because it demonstrates our commitment to helping students be truly 'world ready'.

The College offers a broad range of educational programs and pathways within a Christian environment. There is an extensive range of co-curricular and extra curricular activities available to support students diverse interests.

Students are actively encouraged to recognise and develop their God-given talents, both academically and personally, within a safe and supportive environment which has strong connections with the local community.

## The Middle Years Curriculum

The College supports the philosophy that Year 8 should provide an experience of every subject area, if possible, whilst Year 9 offers more choice and specialisation.





## Learning Support

### Philosophy:

To provide structures and supports to help students overcome barriers to accessing the curriculum.

### Services

- Organisational and time management skills
- 1:1 assistance with homework
- Assignments
- Revising for tests
- Further explicit teaching of concepts encountered in class
- Pre-teaching of vocabulary that they will encounter in classes

### Guidelines for placement

Students may be considered for this subject if they have an identified learning difficulty/disability or who have not reached benchmark in Reading, Writing or Numeracy in NAPLAN.

## Gifted and Talented

### Philosophy:

The Faith Gifted Education Program provides an array of services and a variety of challenging experiences and opportunities that aid gifted and talented students in discovering and fully developing their unique talents and abilities.

### Services Available

- Differentiated instruction within classrooms
- Classroom cluster grouping by readiness
- Short-term pull-out groups focused on critical & creative thinking
- Advanced, accelerated and/or enriched course in various subject area
- Social and emotional support and guidance

### Guidelines for placement

- Classroom performance on summative measures
- Standardised test data
- Teacher observations
- Individual learning characteristics including those that are directly observed and/or self, parent, teacher reported.



# Year 8 Subject Selection

<b>YEAR 8</b>				
<b>Compulsory Subjects</b>	<b>Term</b>	<b>Semester</b>	<b>Year</b>	<b>Page</b>
<b>Business and Economics</b>	✓			<b>11</b>
<b>Civics and Citizenship</b>	✓			<b>11</b>
<b>Technologies</b>	✓	✓		<b>12</b>
<b>Drama (Creative Arts)</b>	✓			<b>13</b>
<b>English</b>			✓	<b>14</b>
<b>Geography</b>		✓		<b>15</b>
<b>Health and Physical Education</b>			✓	<b>16</b>
<b>History</b>		✓		<b>17</b>
<b>Hospitality and Textiles</b>	✓			<b>17</b>
<b>LIFE (Learning in Faith Education)</b>			✓	<b>19</b>
<b>Mathematics</b>			✓	<b>20</b>
<b>Science</b>			✓	<b>22</b>
<b>Visual Arts</b>	✓			<b>23</b>
<b>Elective Subjects</b>	<b>Term</b>	<b>Semester</b>	<b>Year</b>	
<b>Choose two subjects which must include either German or Japanese</b>				
<b>Agriculture</b>			✓	<b>10</b>
<b>German (Languages)</b>			✓	<b>18</b>
<b>Japanese (Languages)</b>			✓	<b>18</b>
<b>Music</b>			✓	<b>21</b>
<b>Learning Support (Selection in consultation with Learning Support staff)</b>				

## Philosophy:

Agriculture is an applied science subject designed to introduce students to a diversity of plant and animal enterprises commonly undertaken in South Australia. Theory work is complemented by a practical component. This not only fosters a greater appreciation of management practices but also gives scope to develop initiative, problem solving and a positive work ethic.

## Year 8 (Full Year Choice)

### Content:

- Agriculture in Australia
- Vegetable Production
- Dairy Calves and their management
- Goats
- Showing of Animals
- Insects in Agriculture
- Pig Production

### Assessment:

A range of assessment strategies are used including:

- Theory Tests
- Practical work
- Assignment work
- Work Habits

### Extension Opportunities:

- Being actively involved in the management and exhibition of the Show Teams: Beef Cattle, Sheep and Led Wether Goats.



## Philosophy:

Year 8 Business and Economics gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets - including traditional Aboriginal and Torres Strait Islander markets - work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

### Year 8 (1 Term)

#### Key Inquiry Questions

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

#### Assessment:

Students will complete a range of assessment tasks on their own and in groups.

## Philosophy:

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

### Year 8 (1 Term)

#### Content:

##### *Key Inquiry Questions*

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

##### *Units of study include*

- Government and Democracy
- Laws and Citizens
- Citizenship, diversity and identity

#### Assessment:

Students will complete assessment tasks on their own and in groups which challenge them to investigate the Guiding Questions and draw conclusions about their place in Australia's democracy.

These include lobbying the government on an issue of their choice, analysing newspaper articles and producing a short film or website which promotes inclusivity.

## Design and Technologies

### Philosophy:

By using the design process, students use design thinking and technologies to critique, explore and investigate; to generate, develop and critique ideas; and plan, produce and evaluate design solutions for authentic needs and problems. Students work through a variety of tasks in a range of areas, include materials awareness, sustainability, problem solving and tool use. Through practical activities students develop problem solving techniques, both individually and collaboratively.

### Year 8 (1 Term)

#### Content:

Units provided in Design and Technology courses focus on the following areas:

- Safety
- Appropriate use of tools and machinery
- Materials and sustainability
- The Design Process
- Investigate and generate design ideas

Students design and construct several projects in the workshop using a range of materials including timber and plastics. Through the projects students are exposed to a range of tools, production processes and problem solving skills. Practical tasks are complemented by the use of Computer Aided Design software and 3D printing.

#### Assessment:

- Design Generation
- Production
- Workshop Safety

## Digital Technologies

### Philosophy:

Students are living in an increasingly digital world where they are routinely interacting with digital systems. Digital Technologies aims to engage students with a range of information systems; to become confident developers of digital solutions through applying computational systems and design thinking methods; to define, design and implement digital solutions that meet needs, are innovative and sustainable.

### Year 8 (1 Semester)

#### Content:

The Digital Technologies course focuses on the following areas:

- Types of networks and their suitability for purpose
- Text, image and sound data and their representation in digital systems
- Use of data to model solutions and create information
- Design user experiences in a collaborative environment
- Programming including general-purpose languages
- Test, modify and evaluate information systems.

Students explore network types and how data is transmitted in binary along with protocols used within information systems. They develop their computational thinking, creating a range of digital solutions such as mobile game apps and robotics, use programming, communicate and collaborate online with an understanding of cyber-safety and legal responsibilities.

#### Assessment:

- Network Types and Data Representation
- App Development

## Philosophy:

The aim in Year 8 is to introduce and refine the foundations of Drama in a non-threatening and safe atmosphere. Students will participate in performance experiences in many different ways, developing performance and team building skills as well as introducing students to analysis of dramatic works. Year 8 and 9 Drama is designed to construct competencies in play building, mime, movement, improvisation and performance, as well as developing confidence. The main strands of learning: Knowledge & Understanding, Application, Analysis and Learning Practices are designed to connect with the criteria of SACE.

## Year 8 (1 Term)

### Content:

The Year 8 course is heavily based on the development of practical skills in order to encourage sound practice and continued skills development.

This course is comprised of the following:

- Knowledge & Understanding  
Learning basic theatre terminology. An introduction to basic performance skills.
- Application  
Creating, making and presenting performances based on different topics/styles.  
Learning and applying skills through practice.
- Analysis  
Commenting on both students' individual work as well as work of their peers. Learning how to constructively analyse and respond to dramatic works.
- Learning Practices  
Developing good work habits aimed at ensuring an appropriate level of effort, personal interest and responsibility in terms of organisation, interaction and participation.

### Assessment:

- Performance (Application - Performance, Characterisation, Improvisation and Group Skills)
- Analysis (Knowledge & Analysis - Reflection, Evaluation, Research Based Investigation, Writing)

### Extension Opportunities:

Students of Drama have excellent opportunities to become involved in a number of extra-curricular activities that are offered. They can further develop their talents and awareness by becoming involved in:

- Performing at Community Events
- Class based performances
- College Devotions
- College Musical Productions

## Philosophy:

The study of English is central to the learning and development of all students. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The English Curriculum is written in line with the Australian Curriculum and aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how English works in its spoken and written forms
- Develop an informed appreciation of literature

## Year 8 (Full Year)

### Content:

Students study a variety of texts and topics whilst further developing appropriate skills. Texts change on a regular basis. In 2017, we studied:

- Trash (Novel)
- Current Affairs
- School of Rock (Film)
- Various genres or writing
- Public Speaking

### Assessment:

Students are formally assessed in the following areas:

- Response to Reading & Viewing
- Speaking and Listening Activities
- Ability to compose texts for a variety of contexts and audiences

### Extensions Opportunities:

The College offers a number of activities to enable students to extend their knowledge and understanding of the subject as well as opportunities to display the skills developed:

- Lutheran Schools Public Speaking Competition
- Premier's Reading Challenge
- Young Writers' Award
- Spring Poetry Festival

### Selection Policy for Year 8 Support classes:

Eligibility for this class is determined by set criteria and discussion with the Learning Support Coordinators.

## Philosophy:

To promote awareness and broaden understanding of the interconnections between the physical and human environments on a local, national and global scale. This is a compulsory subject.

### Year 8 (1 Semester)

#### Content:

Unit 1: Landforms and Landscapes

- Different landforms and landscapes
- Processes that shape landscapes
- Landscapes formed by water
- River landscapes

Unit 2: Reshaping the Nation

- The process of urbanization
- Large countries
- The rise of urbanization
- Planning for an urban future

#### Assessment:

- Oral Reports and Presentations
- Mapping tasks
- Field Work Inquiry tasks
- Knowledge and understanding assessment
- Individual and Group Assignments

#### Extension Activities:

Opportunities are given for students to become involved in local, state and national activities and competitions. There is some involvement in plant propagation and revegetation at sites on the college property.



## Philosophy:

To provide experiences for students across a broad spectrum of sporting and fitness activities. To introduce an understanding and appreciation of the basic skills of developing and maintaining personal physical fitness. To build an understanding of what a healthy lifestyle looks like and to raise students' awareness of relevant health issues. We encourage physical activity as an essential part of a health promoting lifestyle.

### Year 8 (Full Year)

#### Content:

Students undertake the following activities:

- Physical Education: Athletics, Folk Dance, Basketball, Hockey, Netball, Softball, Australian Rules Football.
- Fitness: A wide range of fitness based games, circuits and running based activities.
- Health: Lifelong Physical Activity – Investigating the physical, social and emotional dimensions of physical activity; Exploring physical activity options in the local area.

#### Assessment:

- *Practical* - Skills Performance, Game Play, Sportsmanship, Interaction, Participation, Effort
- *Theory* - Investigative assignments

#### Extensions Opportunities:

- Students are encouraged to actively participate in the range of sporting opportunities made available through the year level graded 'Knockout' interschool and state competitions.
- Formal College Athletics and Aquatics days provide the avenue for students to enter at both the participation and elite levels.
- Faith takes part in the SSSSA interschool graded competition in Athletics and Swimming. Students with special interests and gifts are encouraged to pursue their interests with support being given to participate in both state and national competitions.





**Philosophy:**

History provides students with opportunities to develop a wide range of knowledge and understanding as well as transportable skills. By understanding and identifying with groups and individuals from other times and places, students will develop a better understanding of their own society and how it came to be. By recognising their own values and appreciating the values of other people students will come to understand how and why people have acted in the past and the influence on their future.

Students will develop important skills in:

- Research and referencing
- Paragraph, report and essay writing
- Use of empathy and imagination
- Analysis, interpretation and evaluation of primary and secondary sources
- Analysis of the motives behind the historical actions of groups and individuals and the consequences.

**Year 8 (1 Semester)****Content:**

- Overview – The Ancient to the Modern World
- Depth Study 1: The Western and Islamic Worlds – Medieval Europe
- Depth Study 2: The Asia-Pacific World – Shogunate Japan
- Depth Study 3: Expanding Contacts – The Black Death

**Assessment:**

- Tests
- Research Tasks
- Projects
- Presentations
- Sources Analysis
- Independent Investigations
- Empathy Tasks

**Extensions Opportunities:**

Students have the opportunity to enter a number of National and State competitions with the support of the History teachers. These include the National History Competition and the Simpson Prize. Details are given to students throughout the year.

**Philosophy:**

In Year 8 , our aim is to introduce students to basic Hospitality and Textile concepts and a wide range of practical skills.

**Year 8 (1 Term)****Content:***Hospitality*

- Safe food handling skills and kitchen safety
- Kitchen organisation and management practices.
- Development of food preparation skills and food presentation methods

*Textiles*

- Develop safe machine skills
- Workshop safety and management skills
- Function of clothing

*Delivered through the following topics:*

- Hospitality - Investigate and prepare healthy lunches
- Textiles - Boxer shorts production

**Assessment:**

- Theory - Research Assignments – planning, research and evaluation
- Practical - teamwork, skills and management, final products

**Extension Opportunities:**

Students can negotiate more demanding/advanced practical work as required. Additional practical tasks are available for students who complete their work ahead of time.

## German and/or Japanese

### Philosophy:

Through learning language, students acquire:

- Essential communication skills in the target language.
- An intercultural capability and an understanding of the role of language and culture in communication.
- The opportunity to engage with the linguistic and cultural diversity of the world and its peoples.
- The ability to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Language learning broadens students' horizons in relation to personal, social and employment opportunities.

### Year 8 (Full Year Choice)

#### Content:

The Year 8 and 9 course is developed in accordance with the Australian Curriculum requirements and content is focussed on developing skills within the two strands: Communicating and Understanding.

Across Year 8, topics include, Myself and My Family, Animals and Pets, Food and Drink, Hobbies and Sports, Shopping and Numbers, School in Germany and Japan.

Students will develop an understanding of the target language in terms of grammatical and textual conventions and also the way language varies in use and changes over time.

#### Assessment:

Student's communication in the target language is assessed under the sub-strands taken from the Australian Curriculum Achievement Standards for Communicating and Understanding.

#### Extension Opportunities:

Students of language courses have the opportunity of further developing their interest and skills through:

- Long or short term cultural exchanges with Faith's sister schools in Japan and Germany.
- Hosting a cultural exchange student or an assistant teacher from the country of the language being studied.



## Philosophy:

LIFE provides a safe and supportive context in which students can reflect on their experiences of the world and on their own beliefs and spirituality as they attempt to make sense of their rapidly changing and complex global environment, and as they develop their identity as individuals.

The LIFE curriculum explores a broad variety of issues in the areas of faith, ethics and decision making. The curriculum has been designed to engage students from diverse varieties of backgrounds. The Christian message of love and service lives at the heart of our College and, as such, we fully respect the right of each individuals to make their own faith decisions. The LIFE curriculum has been designed to be an inclusive program that respects and celebrates the spiritual and cultural identity of each individual, while still challenging the students to continue to develop their personal worldview.

## Year 8 (Full Year)

### Content:

#### Semester 1:

*Peer Support* – A mentoring program will take place whereby Year 8 students will meet regularly with Year 11 students. In this structured program students are guided through a range of activities, which provide an opportunity for personal growth and reflection. They are also guided through the multilayered support system that exists at Faith to assist them with personal challenges that they might face through their adolescent years.

#### *Beliefs, Values and Identity*

Each Year 8 class will investigate the basis of the beliefs associated with Christianity and how the values such as Courage, Appreciation, Love, and Forgiveness were displayed by Jesus. Students will develop an understanding of how the values displayed by Jesus are relevant in their lives and in their wider community. Students will investigate the meaning of identity, looking into their own identity and what it means to exist as an important individual in a community.

#### Semester 2:

*Spirituality* - Students reflect on the meaning of spirituality and how individuals and groups make sense of 'meaning' in their lives and in society. Students will also compare ideas and beliefs about God and the nature of human beings in monotheistic religions and other religions.

*Values* – Courage, Hope, Care and Service

Students will investigate these four values within a course that underpins the idea of 'Justice' and 'Equality'. Students will have an opportunity to further develop their understanding of 'Social Injustices' and how the idea of 'Service Learning' can benefit those in need. This unit will involve collaborative project work..

### Assessment:

Assessment is varied. Utilising a range of resources students work individually or collaboratively on presenting a wide range of assessment tasks, including investigative projects, reports, analytical tasks, short creative movies and class presentations. Assessment tasks do not attempt to measure the faith of any individual.

## Philosophy:

To provide a flexible course which caters for a wide range of abilities, building onto the Mathematical experiences of the student. Through the introduction of a wide range of new Mathematical concepts and techniques students are encouraged to develop an appreciation for the application of Mathematics in their lives. Various forms of electronic technology will be introduced over these years, including graphing software, spreadsheets and interactive geometry software.

At Year 8 level, ALL classes are mixed ability. However opportunities exist for students to be either extended or offered extra help as the need arises.

In both Year 8 and 9, students are encouraged to use a web based application called 'Manga High'. Teachers set students challenges on Manga High to reinforce new concepts and skills.

## Year 8 (Full Year)

### Content:

Topics involved through the national curriculum will be covered. Areas of study/content covered include:

- Real and Whole Numbers
- Rational & Irrational Numbers
- Percentage and Fractions
- Rates and Ratios
- Measurement
- Index Laws
- Algebra
- Chance
- Angle Geometry
- Geometric Reasons and Construction
- Linear and Non-linear Relationships
- Statistics (Introductory)
- Financial Mathematics – Profit/Loss

### Assessment:

Where classes are being taught the same work, common tests are given. All tests are reviewed and then expected to be corrected by students. Investigation work is also given both with an individual and group setting, to allow the student to demonstrate their own creativity and degree of understanding.

### Extension Opportunities:

Students are encouraged to 'flex' their mathematical skills in such programs as:

- ASX Sharemarket Game: Gives students a chance to trade with a theoretical \$50,000 on the stock exchange, via the computer.
- Australian Mathematics Competition: An Australian wide Mathematics competition where students compete against others in the art of Mathematical problem solving.
- ICAS – run by International Competitions and Assessments for Schools.
- Mathematic Quiz Night: Groups of students from Faith compete against other schools in teams of four over 4 rounds consisting of both mathematics and general knowledge questions.
- Aurecon Bridge Building Competition: An Australia wide competition where students (teams of 3) compete against other schools with the competition having a strong engineering focus.
- Gifted & Talented Program (Enrichment) as organised by the Gifted & Talented Coordinators.

## Philosophy:

To allow elective students to explore the world of music and enhance their skills in Listening with Understanding; playing an instrument in an ensemble, singing in a choral group and building a base of knowledge of music theory.

- In Year 8 two streams of study will be offered: the Instrumental Stream and the Choral Stream (subject to sufficient numbers).

## Year 8 (Full Year Choice)

### Content:

- Instrumental Stream - Students who choose the Year 8 Instrumental Stream are required to learn an instrument. Those who choose the Choral Stream have the option to take solo voice lessons if they wish, but this is not compulsory. Private instrumental and voice lessons will involve an extra cost to parents. Access to private tutors and instrument hire can be arranged where required through Faith, or parents are welcome to arrange lessons and the hire or purchase of instruments elsewhere.
- Year 8 Choral Stream - Students will be involved in all of the below activities but will spend the majority of their practical lessons developing their vocal skills following a class choral method without the additional requirement for individual private tuition. They will learn basic keyboard in class in addition to their vocal activities.
- Creative Musicianship - Theory and Aural Training, commensurate with, but not limited to, Grade 1 AMEB Theory
- Ensemble - Playing an instrument in a group of like instruments within your elected stream.
- Music Technology - Using music technologies for creativity, composition, recording and listening.

### Assessment:

- Written Tasks – worksheets, tests and assignments
- Continuous assessment of written work completed in set texts
- Aural Tests
- Practical tests in choral singing and ensemble instrument playing.

### Extension Opportunities:

Students of Music have excellent opportunities to become involved in a number of extra-curricular activities that are offered at the College. They can further develop their musical talents and awareness by becoming involved in:

- Performing at Community Events in ensembles and choirs
- College Devotions
- Year 8 Barossa Music Tour - 1 day event
- College Musical Productions
- Attending concerts and workshops given by visiting musicians in the Gladys Bartsch Music Centre and the Brenton Langbein Theatre.



## Philosophy:

Through the study of science, students learn to investigate, understand and critically analyse the physical, chemical, biological and technological world. They develop an innovative and creative mindset to solve problems individually & collaboratively in both new & familiar contexts.

Science enables students to become critical thinkers by encouraging them to use evidence to evaluate the way science is applied and how scientists work in the community.

### Year 8 (Full Year)

#### Content:

An emphasis is placed on practical work.

- Laboratory Skills
- Body Systems
- Cells
- Reproduction
- Australian Scientists
- Chemical Changes
- Substances
- Energy
- Rocks

#### Assessment:

- Practical tasks
- Presentations – written and oral
- Research projects
- Tests
- Excursions

#### Extension Opportunities:

The college offers a number of activities to enable students to extend their knowledge and understanding of the subject as well as opportunities to display the skills developed:

- Scientists in schools
- Science competitions
- Geology excursion
- Guest speakers

## Philosophy:

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students respond creatively by utilising visual techniques, technologies, practices and processes. Through learning in the Visual Arts, students become increasingly confident and proficient in developing their personal art style and appreciate the value and intention of other practitioners.

### Year 8 (1 Term)

#### Content:

An emphasis is placed on Making and Responding.

- Students participate in practical activities using various media, processes and techniques to develop skills and make artworks which can also be shared with a wider audience.
- A strong emphasis is on understanding and applying Visual Arts Elements and Principles.
- Students develop Visual Arts language through reflecting and responding to their art making, expanding their vocabulary and developing visual literacy skills.
- Planning and organisation of their Art Book with appropriate use of art materials and equipment is emphasised.
- Art appreciation is introduced through the study of key artists from a range of contexts and cultures including Indigenous art of Australia.

#### Assessment:

- Practical projects in 2D and/or 3D form.
- Folio of preparatory work and research tasks including artistic influences related to practical work.
- Analysis and Response tasks including evaluation of own Art making.





## **Faith Lutheran College**

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