

Anglican Grammar
Hume



2019
CURRICULUM GUIDE
FOR
YEARS 7 & 8

 let your colours shine

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Introduction

Welcome to the Secondary School at Hume Anglican Grammar. This guide is intended to provide a detailed overview of the first two years of the academic life of a student in the Secondary School. In line with our vision and mission statement, our curriculum offers a rich learning experience catering to all types of learners and covers a breadth of interest areas.

Mission:

As an Anglican Diocesan School we offer our local communities affordable, high quality, independent co-education, from Prep to Year 12, in a caring and inclusive Christian environment.

Values:

We embrace the following core values:

Christian	An inclusive Christian community in the Anglican tradition built upon compassion and service to others.
Excellence	High standards in all that we do and individuals realising their full potential.
Resilience	A positive approach, founded upon realistic expectations and flexible actions that help us deal with the challenges of life.
Respect	Principled and disciplined; we care for ourselves and value others.
Integrity	A community whose members are accountable, responsible and trustworthy.

Vision:

We want to inspire in our students a love of learning, and through a rigorous and rounded educational experience, to provide them with the means to achieve a fulfilling life.

Homework and Study

At Hume Anglican Grammar, we intend for our students to grow as learners, understand the way they learn and value homework as an important and integral part of that learning. Homework should not be viewed as an isolated activity unrelated to the learning that is taking place in the various learning environments students encounter at school each day.

One of the main goals at this level is to begin the preparation of our students for The Victorian Certificate of Education (VCE). An important contribution that we as a community (parents and teachers) make towards this end is to ensure our students have developed the right habits with regard to studying outside of formal class time.

There are a number of strategic reasons why homework is considered a necessary and valued part of the curriculum.

- In order to perform at a maximal level, it is recognised that students need to commit time outside of class in order to prepare for the up-coming class, to consolidate ideas and to reinforce concepts. Homework is an important link to the next lesson!
- Metacognition - the reflective aspect of learning, whereby a student thinks about what brings about successful learning for themselves is a necessary component of success. In fact, it is a necessary component for success in many aspects of life. If we do not reflect, then we are not expecting that we need to change and therefore could be considered un-teachable. A reflective person wants to improve, be renewed and make progress. Homework provides a time for reflection!
- Learning research indicates that if we do not revisit the new idea presented in class as soon as practicable afterwards, and certainly within a 24-hour period, it is likely that it will not be retained in long term memory. It should also be reviewed again within a week. Homework is an opportunity to re-engage with concepts!
- Higher Order thinking takes more time than can be given in class and will only occur as the student reflects on the material presented. Students are asked to probe deeper with their understanding, to analyse the information and to grapple with the morality, ethics and concepts as they relate to their world. Homework is mind stretching!

The following are examples of what you can expect your child to be engaging with during homework time:

- Pre-reading with the handing in of notes or presentation of key idea(s) to check. This develops the skill as well as making our students accountable for the task.
- Question Preparation. Students prepare a question based on the text read for homework.

- Pre testing ideas/concepts for the next unit or next sub-topic.
- Summary/Precise writing. Students are asked to summarise the key ideas/concepts taught in the lesson.
- Tasks that encourage reflection of the material taught or application of the concepts/skills developed in the lesson.
- Challenging questions designed to engage them in serious thinking on the topic.
- Designing their own Assessment Task/Question.
- Specific independent practise at home following on from concept development or guided practise in the classroom.
- Reflecting to improve learning such as post-assessment reflection.
- Preparing a personal stand or viewpoint. Students might be asked to make a judgment and give reasons for their judgment. This will often involve parental discussion and input.
- Journal/Reflective writing.
- Projects or Assignments that might require research or thinking that can be done at home.

Year 7 students can expect .5- 1 hour of homework each weeknight.

Year 8 students can expect 1- 1.5 hours of homework each weeknight.

By the end of Term 1, we expect that all students are fully committed to their homework. To this end, each student is provided with a School Diary. Parents are actively encouraged to monitor their child's progress regularly. We expect that parents view, check and interact with their child on a daily basis regarding their commitment to homework, meeting deadlines, working effectively and planning what to do when difficulties arise. We also expect that student diaries are checked regularly and signed weekly.

Submission of Work Practices

Hume Anglican Grammar strives to provide an equitable educational experience for all of our students, to establish academic excellence as habit and equip them with essential lifelong skills. As you know, the cornerstone to such success is the punctual submission of best quality work.

In order to best support our students in the spirit of aiming high and being proud of their work, the 'Submission of Work Practices' will be explained to them during a year level meeting in Year 7. The document aims to provide fairness for all students and establish positive work habits that will be useful and beneficial to them throughout their lifetime. This document is available on the Parent Access Module (PAM).

Key points from the Submissions of Work Practices to note;

- It relates to tasks that demonstrate the student's capacity to achieve the standard for a subject in a particular year level and is only for tasks that **will appear on the report NOT homework tasks**.
- It outlines the process for applying for an extension to assessment tasks and the matters that will enable extensions to be granted.
- It also outlines the consequences for the late/non submission of assessment tasks without a valid extension. This will result in a **zero grade on the report for the task and an academic detention to be served outside of school hours, generally an afternoon from 3:45pm-4:45pm**
- The work shall be completed during this time in order for the subject teacher to review academic progress to aide future learning
- If students receive multiple academic detentions, the School will be in contact with the parents to discuss their son/ daughters academic progress

Please familiarise yourself with the document as all staff and students have.

Co-Curricular Activities

There are a number of activities offered to Year 7 and 8 students such as Music and Drama performance evenings, Debating, as well as House sporting carnivals, inter-school carnivals for selected students, team sport inter-school competitions and other activities. Many of these require leadership, communication and problem solving skills and students are encouraged to become involved in these activities to help them develop as individuals and be a part of a learning community. The skills developed become very important in future years when we look for students to take more significant leadership roles in the senior secondary years.

The Year 7 Camp is a major pastoral experience and is designed to engage students in significant challenges to promote personal growth, confidence and peer bonding. This camp is the pinnacle of our outdoor adventure/challenge camps program and is a compulsory part of the Year 7 program.

Year 7 Curriculum Overview

The Year 7 Curriculum is designed to enable the student to experience a wide range of subject areas. At Hume Anglican Grammar students in Years 7 – 10 undertake lessons in the core areas of English, Mathematics, Science and Humanities as prescribed by the Australian Curriculum (ACARA: <http://www.acara.edu.au/curriculum/curriculum.html>). Further, Health and Physical Education (HPE), Language Other Than English (LOTE – Italian) and Religious and Values Education (RAVE) are compulsory for all students in Year 7. As such, Year 7 students study seven year-long subjects and they alternate two Arts and Technology subjects per semester that are designed to ensure they are equipped with basic knowledge and skills from an array of areas. These areas include the visual arts, performing arts (drama, dance and music) and technology.

A general Year 7 course will follow the structure below:

Semester 1	English	Mathematics	Science	Humanities	HPE	LOTE	RAVE	Technology*	Performing Arts*
Semester 2	English	Mathematics	Science	Humanities	HPE	LOTE	RAVE	Visual Arts*	Music*

* The semester-long subjects may be timetabled in different semesters to the example above.

All students at Hume Anglican Grammar follow a ten-day timetable that consists of five sixty-minute periods per day. A full ten-day span is called a cycle. Following is a summary of the lesson allocations for each subject in Year 7:

English	8 periods per cycle
Mathematics	8 periods per cycle
Science	8 periods per cycle
Humanities	8 periods per cycle
Health & Physical Education	4 periods per cycle
LOTE Italian	4 periods per cycle
RAVE*	2 periods per cycle
Arts and Technology Semester Rotation (Music, Performing Arts, Technology and Visual Arts)	6 periods per cycle (3 per subject)

*A pastoral care program is delivered in Homeroom, RAVE, Chapel and Assembly.

Year 7 Course Overviews

English

OVERVIEW:

English is structured around three core strands: language, literacy and literature. Together these strands enable students to have greater skills and knowledge of speaking, listening, reading and writing. Texts and language are central and essential concepts. This means that the focus of English is on both the analysis and interpretation of texts as well as their creation. The use of language is purposeful and built around an understanding of linguistic concepts. Students learn to appreciate, enjoy and use language, developing a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

DURATION:

This compulsory subject runs for TWO semesters.

EDUCATIONAL OBJECTIVES:

Students learn to:

- Participate in dynamic and inquisitive classrooms, through activities that challenge them to form ideas and build upon the ideas of others, solving problems, justifying opinions and developing and expanding arguments.
- Develop critical reading skills, through exploring a diverse range of short and more complex texts across a number of genres, styles and features.
- Demonstrate an ability to select evidence from these texts to evaluate and integrate ideas and information to justify their own interpretations. They further select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.
- Understand and appreciate the ways in which texts are produced for specific purposes, audiences and contexts and how the language we use can create powerful imagery for readers, engaging the senses and the imagination.
- Create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

TOPICS OF STUDY:

- Text study - novel
- Text study - film
- Issues analysis
- Language development, including vocabulary, grammar and sentence structure
- Writing for a range of purposes and audiences
- Oral presentations

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester, these will include:

- Text Analysis essays
- Writing folio
- Media Journals
- Oral presentations
- Creative writing tasks
- End of semester examination

Health and Physical Education

OVERVIEW:

The curriculum for Year 7 supports students 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.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

Students learn to:

- proficiently perform complex movement and manipulative skills, such as those required for athletics and a range of other sports
- begin to understand and evaluate common individual and group tactics used in invasion games and net/wall sports
- maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity
- assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour
- consider their personal identity and the factors that influence it
- develop their understanding of a range of legal drugs, and investigate and rehearse strategies to enhance their health and wellbeing

TOPICS OF STUDY:

Semester One:

- Minor games
- Athletics
- Invasion games – touch rugby
- Nutrition

Semester Two:

- SEPEP netball
- Net/wall sports - tennis
- Hybrid games
- Legal drugs

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the year, these will include:

- Skill assessments
- Project work
- Written tests

Humanities

OVERVIEW:

Humanities is the study of human societies, environments, people and their cultures in the past and the present. Humanities (History, Geography, Economics and Business and Civics and Citizenship) provides a framework for developing the key ideas and concepts that enable students to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. The study of Civics and Citizenship provides the knowledge and skills conducive to functioning as an active member of society. This includes elements of the study of Australia's legal system, tourism and finances.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

- Chronology, terms and concepts
- Historical questionings and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication
- Explain patterns on the surface of the earth
- Application of concepts such as location, distribution, spatial interaction, scale, movement, spatial change over time and spatial association
- Study of the physical and human environments from a spatial perspective

TOPICS OF STUDY:

- Australian Government & democracy
- Citizenship, diversity & identity
- Consumers and producers
- Managing money
- Ancient civilisations
- Water resources and water scarcity
- Liveability

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include:

- Topic tests
- Practical exercises
- Oral Presentations
- Short Investigative projects
- Annotated visual displays
- Research reports
- End of semester examination

Italian

OVERVIEW:

In year 7, students begin their study of Italian and typically have little prior knowledge or experience of the language and associated cultures. Many will have learnt an additional language in primary school or may have exposure to different home languages which will allow them to bring existing language learning strategies and intercultural awareness to their new experience of learning Italian. Students will work with different modes of communication: speaking, reading, writing and listening through different text genres with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use language to create and communicate their own meanings. Students will begin to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to English, their own languages and cultures. The teacher will initiate the use of Italian in classroom routines, structured interaction and learning tasks. The teacher will also expose and develop a metalanguage to talk about language and culture and about language learning.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

- Socialise with peers and adults by exchanging greetings, good wishes, factual information and opinions about self, family and friends.
- Identify factual information from a range of spoken, written and multimodal texts and process and represent meaning through classifying and sequencing.
- Participate in listening to, reading and viewing imaginative text and making connections with characters, events, actions, settings and key ideas and messages.
- Create imaginative texts that present events, characters from their own experiences.
- Translate phrases and short texts from Italian to English and vice versa.
- Develop awareness of features of the Italian sound system including pronunciation, stress and intonation and how these are represented in written form.
- Understand and use key features and patterns of the Italian grammatical system and the features of common spoken and written texts.

TOPICS OF STUDY:

- Welcoming, greetings and salutations
- Nationalities, languages and countries
- Birthday wishes
- Here is my family

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These will include:

- Written assessments
- Reading assessments
- Listening assessments
- Speaking assessments
- End of semester examination

Mathematics

OVERVIEW:

Students explore new content in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of the mathematics content across these three content strands and are used to develop the content to reinforce working mathematically within the topic areas.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

By the end of Year 7 and 8 students should be able to:

- compare the cost of items to make financial decisions
- use fractions, decimals and percentages, and their equivalences for expressing quantities
- solve problems involving percentages and all four operations with fractions and decimals
- solve problems involving the comparison, addition and subtraction of integers
- make the connections between whole numbers and index notation and the relationship between perfect squares and square roots
- solve simple linear equations and evaluate algebraic expressions after numerical substitution
- represent numbers using variables
- connect the laws and properties for numbers to algebra
- use the Cartesian plane to represent transformations and assign ordered pairs to given points
- interpret simple linear representations and model authentic information
- classify and solve simple numerical problems involving angles formed by a transversal crossing two parallel lines
- use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms
- classify triangles and quadrilaterals
- describe different views of three-dimensional objects
- determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes
- identify issues involving the collection of continuous data
- calculate mean, mode, median and range for data sets and explain their relationship in data displays
- construct stem-and-leaf plots and dot-plots

TOPICS OF STUDY:

- Integers
- Fractions, Decimals and Percentages
- Algebra
- Measurement
- Linear equations and graphs
- Geometry and transformations
- Statistics and probability

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include:

- Written skills and analysis tests
- Assignments/ problem solving exercises
- Homework tasks
- End of semester examination

Music

OVERVIEW:

This unit focuses on building performance and musicianship skills. Students present performances of selected group music from the 1950's as part of an ensemble. They explore the culture and technology of the decade and discuss how it affected the popular music of the time, as well as how the rock 'n' roll affected the culture. Students will explore film composition techniques from a range of film composers and discuss how composers have used the elements of music to create effective film scores. The learning undertaken will be put into practice through a series of short film compositions created using digital technologies. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

DURATION:

This subject runs for ONE semester

EDUCATIONAL OBJECTIVES:

- Listening is the process through which students experience and learn music. This includes listening to, analysing and comparing a range of repertoire. Students develop listening skills and techniques for discriminating, identifying, interpreting and applying musical concepts.
- Composing is a broad term for creating original music. In education settings, this involves improvising, organising musical ideas, creating accompaniment patterns, and arranging and writing original works, either individually or collaboratively.
- Performing involves playing instruments, singing or manipulating sound using technology, either as an individual or ensemble member. This includes learning and interpreting songs, instrumental pieces, accompaniments, and works composed by self and others. Audiences can include the teacher, peers, the wider school community and public audiences.

TOPICS OF STUDY:

- Group performance
- Film composition
- Analysis of film composition works
- Musicianship through written and aural means
- Comprehension of cultural and technological influences on music

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester, these will include:

- Group performance
- Film composition folios
- Aural and theory work
- Class discussions and written work

Performing Arts

OVERVIEW:

The Performing Arts course will focus on the areas of Drama and Dance. In Drama, students will not only familiarise themselves with dramatic language, but also learn the art of improvisation and how to stage a mime performance. Through various activities and workshops, students will develop key skills surrounding different mime conventions, body language, expressive skills, exaggerated movement and improvisational techniques. Students will also take part in learning staging basics such as blocking and manipulating stage spaces. In Dance, students will explore the world of commercial dance with focus specifically on Musical Theatre and Hip-hop. This is an introduction to this specific genre that requires skill in dancing and choreography. Broader production contexts of lighting, costuming and set design are also explored.

DURATION:

This subject runs for ONE semester

EDUCATIONAL OBJECTIVES:

- Use of movement, improvisation and expressive skills to sustain character and situation
- Consider cultural and historical influences of mime
- Use of actions, dynamics & spatial elements
- Use of choreographic tools
- Performance of learnt choreography
- Analysing and appreciating their own and the work of others

TOPICS OF STUDY:

- Stage types & blocking stage positions
- Expressive skills
- Mime Conventions
- Improvisational techniques
- Safe Dance Practice
- Genre-specific movements e.g. Jazz, Hip-hop
- Design choices in Musical Theatre

METHODS OF ASSESSMENT:

Making:

- Drama Performance
- Dance Performance

Responding:

- Completion of drama booklet
- Design of a costume or set from a well-known Musical Theatre production

Religious and Values Education (RAVE)

OVERVIEW:

Religious and Values Education (RAVE) offers students the opportunity to examine a number of key aspects of personal and communal spiritual development. This includes studying the enduring teaching of Jesus on the Sermon on the Mount, the historicity of the Easter story and the allegorical teaching contained in the film, *The Lion, the Witch and the Wardrobe*. Students will also look at, and discuss, the challenges of living in God's created world, and some of the misunderstandings that exist in regards to the spiritual dimensions of this world.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

- Become familiar with the historic teaching of Jesus's famous sermon in Matthew's gospel, and engage with their own longings, questions and relationships
- Examine the common human questions which arise from living in a created, yet troubled world, and consider the person of Christ and the relevance his example has for human life
- Watch and discuss the allegorical components of C.S. Lewis's story, *The Lion, the Witch and the Wardrobe*, within the film of the same name
- Analyse what the Bible has to say about the last days and spiritual forces, and compare these to similar ideas presented in popular culture

TOPICS OF STUDY:

- Easter story
- Adolescence challenges
- Science versus God
- Discerning truth in this world
- The Sermon on the mount
- The Bible and the end times
- The Lion, the Witch and the Wardrobe

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the year; these will include:

- Reflective journal on the film study
- Workbook mark
- Personal reflection

Science

OVERVIEW:

The key learning area of science aims to help students develop an understanding of the physical world they live in and its place in the universe, of life in all of its many forms, of themselves and of the technology that has evolved out of scientific experimentation in order to enhance our ability to explore, measure, test, analyse, evaluate and communicate.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

- Become familiar with and be able to apply the language and fundamental concepts of science
- Develop manipulative skills and processes associated with sound scientific practice through laboratory work
- Use the experimental approach to problem solving
- Develop the skills and confidence to access, process and communicate information so that they may be scientifically informed and aware
- Build an understanding and appreciation of their world, so that they may develop a system of values in which they have great respect for, and a commitment to nurture, their world and living things
- Develop skills in analytical and critical thinking
- Acquire the skill of proposing a hypothesis then designing and evaluating an experiment to test their hypothesis
- Develop the skill of applying their key knowledge and key concepts to explain or predict new phenomena.

TOPICS OF STUDY:

- Investigating science
- Laboratory skills
- Forces
- Simple machines
- Mixtures
- Astronomy
- Earth resources
- Habitats and interactions
- Classification

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These will include

- Topic tests
- Practical reports
- Book work assessment
- Project work – research and investigative
- End of semester examination

Technology

OVERVIEW:

Technology combines the two areas of digital and design technology. Through the focus on digital technology students are provided with the opportunity to analyse problems and design, implement and evaluate a range of digital solutions. Students are introduced to computer systems, programming and web design. The design and technologies area will enable students to develop an appreciation and understanding of the importance of design. They will make use of sketches to complete their 3 dimensional model and produce a portfolio. Students investigate design briefs and constraints and plan their materials and methods to best effectively generate and produce an outcome using design thinking. They will consider the environmental impacts and sustainability around certain materials being used.

DURATION:

This subject runs for ONE semester

EDUCATIONAL OBJECTIVES:

By the end of this unit, students should be able to:

- design, produce and evaluate solutions for an engineered device
- create and represent design ideas using a variety of techniques
- select a range of materials and equipment to safely and efficiently produce solutions
- develop their computational thinking
- create a range of digital solutions using programming (websites and robotics)
- communicate and collaborate online with an understanding of cyber-safety and legal responsibilities

TOPICS OF STUDY:

- Occupational health and safety (including safe handling of tools)
- Investigating different materials used in technology
- Design process and investigation of client design briefs
- Environmental impacts of materials
- The introduction of simple circuits and their electronic components
- Computer Systems – Parts of Computer/Binary/Network Basics
- Microsoft Office – Word and PowerPoint
- Working with Images
- Animation
- Web Design – HTML Basics
- Programming – Python Basics
- Game Making

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include

- Topic tests
- Assignments and Projects
- Problem solving tasks and technical drawings
- Open-ended student guided tasks

Visual Arts

OVERVIEW:

Visual Arts is a combination of Media Arts, Visual Arts & Visual Communication Design. Students work towards Level 8 through this course. In Media Arts students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. Media Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to develop their creative and intellectual potential. Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception about visual images, sound and text. In Visual Arts, 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. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. In Visual Communication Design, students learn about design, and the role of the visual communication designer and their contribution to society. Students build an understanding of the important role of visual communication design in contemporary society and apply this knowledge in their own visual communications.

DURATION:

This subject runs for ONE semester

EDUCATIONAL OBJECTIVES:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Understanding of the use of the techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- Respect for media arts, visual arts, and visual communication design, the diverse roles and associated creative industries
- Confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

TOPICS OF STUDY:

- Explore and represent ideas
- Media Arts/Visual Arts/Visual Communication Design practices
- Present and perform
- Respond and interpret

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include:

- Visual diary - the submission of a visual diary containing a collection of resources, ideas, sketches and annotations.
- Completed presentation and evaluation of folio work.
- Written responses - including questions in class, homework, and evaluation of completed work.

Year 8 Curriculum Overview

The Year 8 Curriculum is designed to enable the student to experience a wide range of subject areas while building on the Year 7 curriculum and allowing some autonomy in choosing subjects according to their interests and strengths. At Hume Anglican Grammar students in Years 7 – 10 undertake lessons in the core areas of English, Mathematics, Science and Humanities as prescribed by the Australian Curriculum (ACARA: <http://www.acara.edu.au/curriculum/curriculum.html>). Further, Health and Physical Education (HPE), Language Other Than English (LOTE – Italian) and Religious and Values Education (RAVE) are compulsory for all students in Year 8. As such, Year 8 students study seven year-long subjects. These core and compulsory subjects are now supported in exploring subjects of their interest in the Arts and Technology area. To this end, students choose one elective per semester out of Music, Performing Arts, Technology and Visual Arts. It is important that students gather information about their choices and select subjects based on interest, strengths and future goals and NOT on teachers, friends or perceived ‘easiness’ of the subject.

A general Year 8 course will follow the structure below:

Semester 1	English	Mathematics	Science	Humanities	HPE	LOTE	RAVE	Elective
Semester 2	English	Mathematics	Science	Humanities	HPE	LOTE	RAVE	Elective

All students at Hume Anglican Grammar follow a ten-day timetable that consists of five sixty-minute periods per day. A full ten-day span is called a cycle. Following is a summary of the lesson allocations for each subject in Year 8:

English	8 periods per cycle
Mathematics	8 periods per cycle
Science	7 periods per cycle
Humanities	7 periods per cycle
Health & Physical Education	4 periods per cycle
LOTE (Italian)	4 periods per cycle
RAVE*	2 periods per cycle
Elective (One each semester out of: Music, Performing Arts, Technology, Visual Arts)	8 periods per cycle

*A pastoral care program is delivered in Homeroom, RAVE, Chapel and Assembly.

Year 8 Core Subjects

English

OVERVIEW:

English is structured around three core strands: language, literacy and literature. Together these strands enable students to have greater skills and knowledge of speaking, listening, reading and writing. Texts and language are central and essential concepts. This means that the focus of English is on both the analysis and interpretation of texts as well as their creation. The use of language is purposeful and built around an understanding of linguistic concepts. Students learn to appreciate, enjoy and use language, developing a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. The English course seeks to build upon key skills and knowledge developed in previous year levels.

DURATION:

This compulsory subject runs for TWO semesters.

EDUCATIONAL OBJECTIVES:

Students learn to:

- Participate in dynamic and inquisitive classrooms, through activities that challenge them to form ideas and build upon the ideas of others, solving problems, justifying opinions and developing and expanding arguments.
- Explore and examine the role and importance of audience and language on the creation of imaginative, informative and persuasive texts, using this understanding in the production of their own sophisticated persuasive, creative and informative texts.
- Evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.
- Create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

TOPICS OF STUDY:

- Text study - novel
- Text study - film
- Issues analysis
- Language development, including vocabulary, grammar and sentence structure
- Writing for a range of purposes and audiences
- Oral presentations

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester, these will include:

- Text Analysis essays
- Writing folio
- Media Journals
- Oral presentations
- Creative writing tasks
- Examination

Health and Physical Education

OVERVIEW:

The curriculum for Year 8 supports students 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.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

Students will learn to:

- perform complex movement and manipulative skills, such as those required for athletics and a range of other sports.
- understand and evaluate common individual and group tactics used in striking and fielding games.
- Maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity
- assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour
- investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing
- develop their understanding of a range of safety procedures and strategies to enhance their health and wellbeing

TOPICS OF STUDY:

Semester One:

- Cricket
- Giving & Receiving Feedback – Golf
- Softball
- Safety

Semester Two:

- SEPEP Basketball
- International Games
- Tchoukball
- Relationships

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the year, these will include:

- Skill assessments
- Project work
- Written tests

Humanities

OVERVIEW:

Humanities is the study of human societies, environments, people and their cultures in the past and the present. Humanities (History, Geography, Economics and Business and Civics and Citizenship) provides a framework for developing the key ideas and concepts that enable students to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. The study of Civics and Citizenship provides the knowledge and skills conducive to functioning as an active member of society. This includes elements of the study of Australia's legal system, tourism and finances. In Business and Economics, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

- Chronology, terms and concepts
- Historical questionings and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication
- Explain patterns on the surface of the earth
- Application of concepts such as location, distribution, spatial interaction, scale, movement, spatial change over time and spatial association
- Study of the physical and human environments from a spatial perspective
- Apply Economics and Business knowledge, skills and concepts

TOPICS OF STUDY:

- Participation in Australian democracy
- Australian law
- Multicultural Australia and identity
- Medieval history
- Polynesian expansion in the Pacific
- Australian markets: modern and traditional Indigenous
- Types of business
- Work in the future

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include:

- Topic tests
- Practical exercises including field reports
- Oral presentations
- Short investigative projects
- Multimedia presentations
- Annotated visual displays
- Research reports
- Web quests
- End of semester examination

Italian

OVERVIEW:

In year 8, students continue their study of Italian bringing with them their prior knowledge acquired through their studies in year 7. Students continue to work with different modes of communication: speaking, reading, writing and listening through different text genres with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. Students will continue to observe the relationship between language and culture, particularly through comparing what they learn in Italian to English, their own languages and cultures. They will identify cultural references in texts and consider how language reflects practices, perspectives and values. The teacher will continue to use Italian and metalanguage meaningfully in classroom routines, structured interaction and learning tasks.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

- Socialise with peers and adults by exchanging greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes.
- Identify factual information from a range of spoken, written and multimodal texts and process and represent meaning through classifying and sequencing and summarising.
- Participate in listening to, reading and viewing imaginative text and making connections with characters, events, actions, settings and key ideas and messages.
- Create imaginative texts that present events, characters and emotions from their own experiences.
- Translate phrases and short texts from Italian to English and vice versa.
- Develop awareness of features of the Italian sound system including pronunciation, stress and intonation and how these are represented in written form.
- Understand and use key features and patterns of the Italian grammatical system and the features of common spoken and written texts, and multimodal texts.

TOPICS OF STUDY:

- Italian education system
- Clothing and shopping
- Healthy eating
- The changing weather

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These will include:

- Written assessments
- Reading assessments
- Listening assessments
- Speaking assessments
- End of semester examination

Mathematics

OVERVIEW:

Students explore new content in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of the mathematics content across these three content strands and reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

By the end of Year 8 students should be able to:

- solve problems involving profit and loss
- use efficient mental and written strategies to carry out the four operations with integers
- solve everyday problems involving rates, ratios and percentages
- recognise index laws and apply them to whole numbers
- describe rational and irrational numbers
- simplify a variety of algebraic expressions
- make connections between expanding and factorising algebraic expressions
- solve linear equations and graph linear relationships on the Cartesian plane
- convert between units of measurement for area and volume and calculate these for various shapes including the area of circles and the volume of prisms
- perform calculations to determine perimeter and area of parallelograms, rhombuses and kites and the circumference for circles
- make sense of time duration in real applications
- identify conditions for the congruence of triangles and deduce the properties of quadrilaterals
- determine complementary events and calculate the sum of probabilities.
- model authentic situations with two-way tables and Venn diagrams
- choose appropriate language to describe events and experiments
- explain issues related to the collection of data and the effect of outliers on means and medians in that data

TOPICS OF STUDY:

- Integers and indices
- Fractions, decimals, Percentages
- Ratios and rates
- Algebra
- Measurement
- Linear graphs and equations
- Geometry
- Statistics and probability

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include

- Written skills and analysis tests
- Assignments/Problem Solving exercises
- Homework sheets
- End of semester examination

Religious and Values Education (RAVE)

OVERVIEW:

Religious and Values Education (RAVE) offers students the opportunity to examine a number of key aspects of personal and communal spiritual development. This includes studying the overarching story and timeline of the Christians Scriptures and examining more closely the historic Exodus event on the Israelites. Students will also get to know the key life and teaching events of Jesus, from Luke's gospel.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

- Study and understand the major turning points in the Bible, how the two testaments fit together, and what the underlying message of the 66 books is
- Examine in more depth and detail the exodus of God's people from Egypt, and how this key event points to the future events of Easter
- Read through some of the key sections of Luke's gospel and discuss how Jesus's life and teaching was both radical and revolutionary

TOPICS OF STUDY:

- The big picture of the Bible
- Beginnings and big promises
- Trusting and remembering God's promises
- God's promises fulfilled in the person of Jesus
- Understanding Christ by understanding the Old Testament
- Jesus' birth, beginning, teaching, authority, followers, opposition, betrayal, death, resurrection and ascension

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the year; these will include:

- Workbook mark
- Multiple-choice test
- Personal reflection

Science

OVERVIEW:

The key learning area of science aims to help students develop an understanding of the physical world they live in and its place in the universe, of life in all of its many forms, of themselves and of the technology that has evolved out of scientific experimentation in order to enhance our ability to explore, measure, test, analyse, evaluate and communicate.

DURATION:

This subject runs for TWO semesters

EDUCATIONAL OBJECTIVES:

- Become familiar with and be able to apply the language and fundamental concepts of science
- Develop manipulative skills and processes associated with sound scientific practice through laboratory work
- Use the experimental approach to problem solving
- Develop the skills and confidence to access, process and communicate information so that they may be scientifically informed and aware
- Build an understanding and appreciation of their world, so that they may develop a system of values in which they have great respect for, and a commitment to nurture, their world and living things
- Develop skills in analytical and critical thinking
- Acquire the skill of proposing a hypothesis then designing and evaluating an experiment to test their hypothesis
- Develop the skill of applying their key knowledge and key concepts to explain or predict new phenomena

TOPICS OF STUDY:

- Working with scientific data
- Cells
- Living systems
- Growth and reproduction
- Physical and chemical change
- Elements, compounds and mixtures
- Geology - rocks

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These will include

- Topic tests
- Practical reports
- Book work assessment
- Project work – scientific poster and model construction
- Project work – research and investigative
- End of semester examination

Year 8 Elective Subjects

Music

OVERVIEW:

This unit focuses on building performance and musicianship skills. Students present performances of selected group music from the 1980's as part of an ensemble. They explore the culture and technology of each decade and discuss how it affected the popular music of the time. Students will explore composition techniques in a range of areas, including film, and discuss how composers use the elements of music to create effective works. The learning undertaken will be put into practice through a series of short compositions created using digital and acoustic instruments. Students will develop instrumental skills and present works in a variety of styles. Technology and digital tools will allow students to expand their musical experiences and opportunities. Students will further study aural, theory and analysis concepts to develop their musicianship and apply this knowledge when preparing and presenting work.

DURATION:

This subject runs for ONE semester

EDUCATIONAL OBJECTIVES:

Students will

- Listening is the process through which students experience and learn music. This includes listening to, analysing and comparing a range of repertoire. Students develop listening skills and techniques for discriminating, identifying, interpreting and applying musical concepts.
- Composing is a broad term for creating original music. In education settings this involves improvising, organising musical ideas, creating accompaniment patterns, and arranging and writing original works, either individually or collaboratively.
- Performing involves playing instruments, singing or manipulating sound using technology, either as an individual or ensemble member. This includes learning and interpreting songs, instrumental pieces, accompaniments, and works composed by self and others. Audiences can include the teacher, peers, the wider school community and public audiences.

TOPICS OF STUDY:

- Group performance
- Instrumental Study
- Composition
- Analysis of film composition works
- Musicianship through written and aural means
- Comprehension of cultural and technological influences on music

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester, these will include:

- Group performance
- Instrumental Work
- Composition folios
- Aural and theory work
- Class discussions and written work

Performing Arts

OVERVIEW:

This unit focuses on the Performing Arts through the staging of a production. Students choose whether to focus on Drama or Dance as part of this elective. They learn about the Elements of Drama, play-making techniques and the movement creation process as they rehearse and perform a small-scale performance. Students will utilise expressive skills and performance skills to develop character and role and learn Dance technique skills from a variety of Dance styles. As part of the process of staging a production, students will learn about theatre technologies such as lighting, sound, set and costume. Through engaging in thematic content students work together as a team to perform in a small-scale show.

DURATION:

This subject runs for ONE semester

EDUCATIONAL OBJECTIVES:

- Develop and refine expressive skills and performance skills to communicate ideas
- Understand how to plan, structure and rehearse a performance exploring ways to communicate and refine dramatic meaning for theatrical effect
- Perform devised and scripted drama maintaining commitment to role
- Practice and refine technical skills in style-specific Dance techniques
- Structure dances using choreographic devices and form

TOPICS OF STUDY:

- Dance
- Drama
- Theatre technologies

METHODS OF ASSESSMENT:

Making:

- Performance in a short, dramatic production

Responding:

- A Performing Arts journal - including analysis and evaluation questions

Technology

OVERVIEW:

Technology combines the two areas of digital and design technology. In Year 8, students build on their understanding of the topics within these two areas from Year 7 content. Through the focus on digital technology students are provided with the opportunity to analyse problems and design, implement and evaluate a range of digital solutions. Students are introduced to networks and networking, data and ICT issues. The design and technologies area will enable students to continue to develop skills in designing products to suits a client's needs. They will make use of design options to complete a functional product from their portfolio. Students will analyse the appropriateness of using particular materials for specific purposes relating to design and technologies and be able to follow a plan to produce a functioning product. They will consider as a research project undertaking reusable resources.

DURATION:

This subject runs for ONE semester

EDUCATIONAL OBJECTIVES:

By the end of this unit, students should be able to:

- design, produce and evaluate solutions for an engineered device
- create and represent design ideas using a variety of techniques
- select a range of materials and equipment to safely and efficiently produce solutions
- develop their computational thinking
- create a range of digital solutions using programming (websites and robotics)
- communicate and collaborate online with an understanding of cyber-safety and legal responsibilities

TOPICS OF STUDY:

- Occupational health and safety (including safe handling of tools)
- Design process and investigation of client design briefs
- Environmental impacts and sustainable use of technologies
- New and emerging technologies used in the environment
- Computer Systems – Networking Performance
- Data and Information
- Programming – Python and Embedded Systems
- Web Design – Advanced HTML and CSS Design

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include

- Topic tests
- Assignments and Projects
- Research Report
- Problem solving tasks and technical drawings
- Open-ended student guided tasks

Visual Arts

OVERVIEW:

Visual Arts is a combination of Media Arts, Visual Arts & Visual Communication Design. Students work towards Level 8 through this course. In Media Arts students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. Media Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to develop their creative and intellectual potential. Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception about visual images, sound and text. In Visual Arts, 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. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. In Visual Communication Design, students learn about design, and the role of the visual communication designer and their contribution to society. Students build an understanding of the important role of visual communication design in contemporary society and apply this knowledge in their own visual communications.

DURATION:

This subject runs for ONE semester

EDUCATIONAL OBJECTIVES:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Understanding of the use of the techniques, materials, processes and technologies
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- Respect for media arts, visual arts, and visual communication design, the diverse roles and associated creative industries
- Confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

TOPICS OF STUDY:

- Explore and represent ideas
- Media Arts/Visual Arts/Visual Communication Design practices
- Present and perform
- Respond and interpret

METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include:

- Visual diary - the submission of a visual diary containing a collection of resources, ideas, sketches and annotations.
- Completed presentation and evaluation of folio work.
- Written responses - including questions in class, homework, and evaluation of completed work.

Contacts

Please feel free to make contact with the following staff should you have any queries.

Title	Personnel	Contact
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