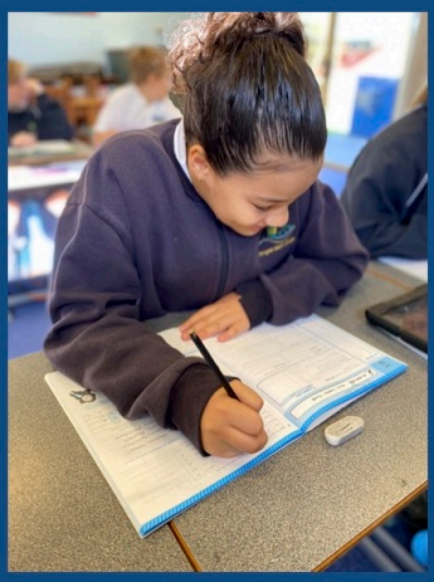
Peregian Beach College

PEREGIAN BEACH COLLEGE

Middle School (Year 5 – 8) Guide to Courses 2023



Contents

Middle School Education

The vision for Peregian Beach College Middle School is:

> To develop a collaborative approach to learning where the diversity of each student is valued. A commitment to creating active and engaged citizens by providing opportunities that inspire lifelong learning choices for student academic, cultural, physical and social development.

The Middle School consists of Years 5, 6, 7 and 8 and the students and teachers work as part of the secondary school. Middle schooling with Years 5 to 8, whilst consistent with a true 'middle school' philosophy, is unique on the Sunshine Coast.

The Middle School curriculum at the College sets out the core knowledge, understanding, skills and general capabilities as outlined in the Australian Curriculum documents. Our curriculum uses this documentation to describe the work programmes being implemented as a foundation for students' future learning and growth.

To enable a safe broadening of the curriculum, graduated experience of increased choice has occurred without the worry of having to contend with numerous teachers and classroom changes. The table below shows the core curriculum taught each year, as well as the specialisation that occurs, particularly in The Arts and Technology, as students move through their middle years' education.

Blue number indicates number or allocated periods per week:

		Year 5	Year 6	Year 7	Year 8
English		7	7	4	4
Mathematics		6	6	4	4
Science		3	3	4	4
Health & PE		2	2	2	2
History		2	2	3	3
Geography		2	2	3	3
Economics & Business				1	1
The Arts	Music	1	1	1	1
	Visual Art	1	1	1	1
Technology	Design (Food)			2	2
	Digital (ICT)	2	2	2	2
Japanese		1	1	2	2
Library		1	1		
Mind / Life Skills / Assembly		2	2	2	2
Movement		2	2	2	2
Total periods/week		30	30	30	30

Life Skills

Peregian Beach College is committed to ensuring that students receive a wholistic education, not only focusing on academic success, but also physical and emotional well-being and development. To achieve this, Peregian Beach College has integrated the You Can Do It Program (Program Achieve and Emotional Learning Curriculum), across the Middle School curriculum, in conjunction with the RISE Program for Years 7 and 8.

The RISE program is based on Peregian Beach College values of **R**eflective practice, **I**nclusivity, **S**ervice of others and **E**xcellence. This program runs for the first term of each year and focuses on leadership development as service and responsibility, highlighting leadership as an awareness of the needs of others. The program is based on an action/reflection model of learning in which students discover the meaning of leadership. This is done through examining the needs of others, their own strengths and challenges, planning activities, facilitation, and reflecting on their leadership as an individual and as a group. This action/reflection learning culminates at the Middle School Camp, where Year 7 and 8 students facilitate several camp activities with the Year 5 and 6 students.

The You Can Do It program, in conjunction with the RISE program, explores 6 key areas: Success, Organisation, Confidence, Relationships (getting along), Resilience and Persistence. A major focus of the program is to teach young people to think more positively and confidently and take more responsibility for their learning.



Homeroom Class

Students have **Homeroom** every morning for roll and announcements. Students from Year 5 - 8 connect with each other during this time. The Homeroom teacher is responsible for the general care and well-being of the students in their group and is the first point of contact regarding student-related issues (academic, behaviour, social, family matters, uniform standards, etc).

Students have one identified lesson of **Life Skills** each week where the You Can Do It and RISE programs are conducted, although the College values and YCDI Program, are integrated in all learning. The Life Skills program in the Middle School is directed by the allocated classroom teacher.

Year 5 English

In Year 5 there are 7 lessons of English per week. Lesson focus varies from spelling and language conventions, grammar, comprehension, library, reading and genre-based activities. A web-based program called English Stars is used and this can be accessed on any device at school or at home. It utilises a variety of resource types in a truly multi-modal approach to learning. We also use the 'Soundwaves" spelling program and children are also encouraged to utilise assistive electronic technology to practice and present their work.

All work covered adheres to the Australian Curriculum achievement standards which are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year.
The standards are broken into two sections, and these are reflected in the students' reports which are sent home at the end of each semester:

- Receptive modes (listening, reading and viewing)
- Productive modes (speaking, writing and creating)

Students in Year 5 are assessed on a regular basis and may be in the form of the formative assessment and summative assessment. A variety of styles/types of assessments are used e.g. written, oral, digital, observation, multimodal. Students may also be asked to complete diagnostic and national benchmark testing activities, and also participate in one off national testing schemes such as NAPLAN.

Genre topics that may be covered throughout the course of the year:

- Book reviews
- Cartoons
- Comic strips
- Description
- Fables
- Fiction
- Information texts / reports
- Letters
- Myths
- Non fiction
- Persuasive texts
- Poetry
- Reports
- Short stories
- Speeches

We also encourage the use of a range educational apps to support the students learning. Below are just a few of these which we have found beneficial.

Year 5 Geography

Students investigate the inquiry question 'How do people and environments influence one another?' through drawing on studies to extend their mental map of the world with a focus on Europe and North America. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The concept of place is further developed by exploring the human and environmental factors that influence the characteristics of places. The interconnections between people and environments are examined through climate and landforms. Students learn how climate and landforms influence the human characteristics of places and how human actions influence the environmental characteristics of places. They will represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. The impact of human actions on the environmental characteristics of places in two countries in Europe and North America is further explored through a focus on examples and a case study.

Our Earth is always changing due to a combination of natural processes and human actions. Year 5 PBC Geography students will explore the extent of this change and the influence of the environment and people. They will explain this change and influence with reference to the characteristics of places; human and environmental. Students will also investigate the inquiry question/s identified from the Australian Curriculum:

- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

The focus will be the effects of bushfires and how people can respond to the events. The students are challenged to consider multiple parts of our earth that are being changed including communities, vegetation, buildings, water resources and the natural landscape, during their second term.

Year 5 Health & Physical Education

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education is organised into two content strands:

- Personal, social and community health and
- Movement and physical activity.

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them. The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

In a typical school week, students will have lessons in from each of the two content strands, i.e. there will be subject matter relating to Personal, social and community health and subject matter from the Movement and physical activity strand.

Across Year 5 and 6, learning experiences in Health and Physical Education cover a range of focus areas. These are:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment include:

- physical performance observation
- game play communication and strategy discussions
- coaching and peer evaluation
- written tasks – research and problem solving
- multi modal presentations
- spoken tasks

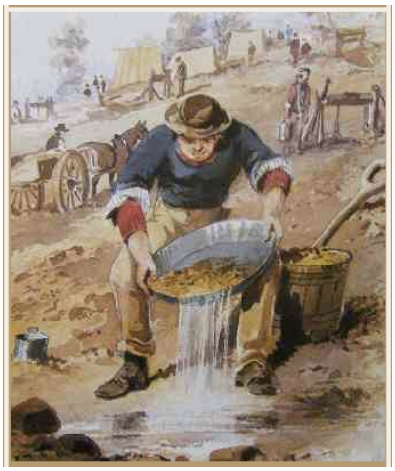
Year 5 History

In Year 5, there are 2 lessons of History per week for one Semester. The Year 5 curriculum provides a study of **colonial Australia in the 1800s.** Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way.
A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

- How have individuals and groups in the past and present contributed to the development of Australia?
- What is the relationship between environments and my roles as a consumer and citizen?
- How have people enacted their values and perceptions about their community, other people and places, past and present?



Year 5 Japanese

At this level, students are widening their social networks, experiences, and communication repertoires in both their first language and Japanese. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining a greater awareness of the world around them. Learners are noticing similarities and differences between Japanese language and culture and their own.

Course Outline:

Term 1:
Cracking Characters: students learn the first half of the hiragana chart, learn 10 sight words (A-K line), and explore Japanese festivals in Term 1.

Term 2:
The ABCs of Japanese: students practise the second half of the hiragana chart, learn 15 sight words, discuss festivals and celebrations that occur in Term 2.

Term 3:
Students begin Japanese literacy, immersing in a script, master stroke order of script, and work on blends.

Term 4:
Profile! /Fashion Fun: students learn seasons, discuss low crime rates in Japan, clothing trends, colours, items of clothing, adjectives, and festivals that occur in Term 4.

Year 5 Mathematics

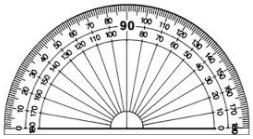
In Year 5 there are 6 lessons of Mathematics per week. Lessons aim to develop the proficiency of students to demonstrate **understanding, fluency, problem-solving** and **reasoning** across the three content strands: number and algebra, measurement and geometry, and statistics and probability. We use the 'iMaths' program, which aligns with the Australian Curriculum, as well as several 'hands on' classroom based and online/digital activities.

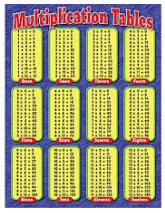
By the end of Year 5, students are expected to demonstrate how to:

- Solve simple problems
- Estimate and round
- Identify factors and multiples
- Use the four operations
- Explain and plan simple budgets
- Identify symmetry
- Connect 2D and 3D representations
- Order decimals and fractions
- Add and subtract fractions
- Use appropriate units of measurement
- Convert between 12 and 24-hour time
- Measure and construct angles
- List probability
- Gather data and construct graphs.

Students will be given formative and summative assessment tasks throughout the year in order to demonstrate their mathematical ability. These include Investigations, Tracker concept tests and general tests. Assessments may be completed in written, oral or multimodal format.

PBC encourages the use of concrete materials and assistive technologies to assist in the concept proficiency of its students.





Year 5 Music

The study of Music involves singing, playing instruments, listening, moving, improvising, responding and composing. Students learn how to appreciate music by discovering how sound has has changed over time and how the development of different cultures and music genres has molded the popular music they listen to today.

Throughout the course of study in Year 5 students learn about the elements of music and how they are used to explain the communication and meaning behind a wide range of musical compositions. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. In responding to their own compositions and performances they describe how their music making is influenced by music and performances from different cultures, times and places.

Students extend their understanding of music practice through active engagement, both individually and collaboratively, with musical elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within the discipline of music.

Students understand that Aboriginal and Torres Strait Islander music works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander art works. Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present musical works, and to communicate their own music practice and that of others.
Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Responding
- Composing
- Performing

COURSE OF STUDY OVER YEAR 5

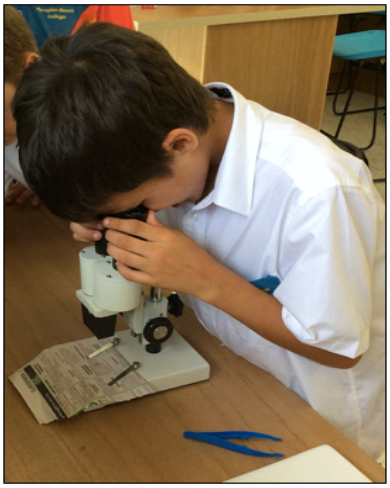
	Course Outline	Assessment
Term 1	**The Basic Elements of Music –** an in depth look at the basic elements that are used to understand, read, compose, perform and appreciate music.	-Short answer test
Term 2	**The instruments of Music –** a comprehensive look into the four instrument groups and what instruments are associated with them and select instruments from around the world.	-Aural exam (instrument recognition) -Performance (keyboard)
Term 3	**Rock Elements and Styles –** an exploration of Rock and its development over the last six decades. Students will learn about the basic characteristics of Rock, instrumentation, Rock terms and beats, recording techniques, the characteristics of contemporary Rock and the characteristics of contemporary crossover styles such as reggae, Latin Rock, country Rock, Soul and Indigenous.	-Analysis essay -GarageBand rock composition
Term 4	**Rock Elements and Styles Continued……** **Ukulele –** Students develop performance skills and technique on the ukulele.	-Performance Ukulele

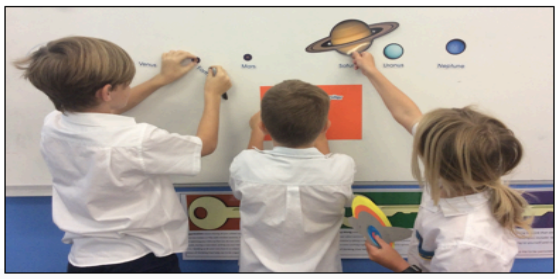
Year 5 Science

In Year 5 Science lessons, students are introduced to cause-and-effect relationships that relate to form and function through an exploration of adaptations of living things. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them.

Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.







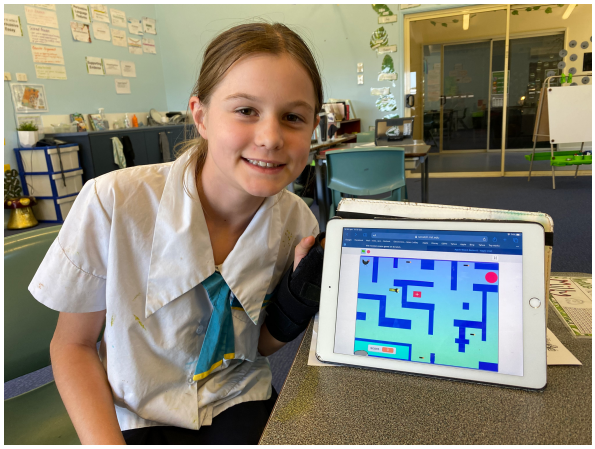
Term	Topic
1	Biological Sciences – 'Plant and Animal Adaptations'
2	Earth and Space Sciences – 'Earth's Place in Space'
3	Physical Sciences – 'Light Energy: Now You See It'
4	Chemical Sciences – 'Matter Matters'

Year 5 Digital Technology

In Year 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data.

When creating solutions, students define problems clearly by identifying appropriate data and requirements. When designing, they consider how users will interact with the solutions, and check and validate their designs to increase the likelihood of creating working solutions.

Students increase the sophistication of their algorithms by identifying repetition and incorporate repeat instructions or structures when implementing their solutions through visual programming, such as reading user input until an answer is guessed correctly in a quiz. They evaluate their solutions and examine the sustainability of their own and existing information systems.



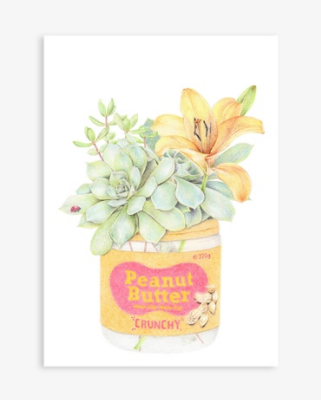
Year 5 Topics	Year 6 Topics
Digital Components – Investigating the physical components computers and data transmission. **Designing a Game** - Designing the user interface and algorithms **Programming** – Implementing the game using visual programming software. **Exploring Robotics** – BeeBots Maze Challenge	**Information Systems –** Students explore information systems and collect and manage data. **Create a Data Driven Data Solution** – Students manage their own project by designing an interactive spreadsheet. **Exploring Robotics** – Students take part in a series of challenges using LEGO Mindstorm EV3 Robots and programming software.

Year 5 Visual Art

In year 5, Visual Art students explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs, and opinions. They develop and apply techniques and processes while making their artworks, they also plan the display of artworks to enhance their meaning for an audience. Students explain how visual arts conventions of line, shape, colour, tone, texture, and space communicate meaning by comparing artworks from different social, cultural, and historical contexts.

Depending on student interest, some of the topics, materials and techniques students may study in grade 5 art may include:

- Indigenous Australian rock and x-ray art using acrylic paint, chalk pastels
- Puppet making and textiles – responding to a range of Australian contemporary artists
- Impasto painting techniques – responding to Vincent Van Gogh as well as Australian contemporary artist Carmen Hui
- Introduction to artist critiques, self-reflection and writing of artist statements



Year 6 English

In Year 6, the English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs focus on developing students' knowledge, understanding and skills in the following:

Receptive modes (listening, reading and viewing)

- Understand
- Analyse
- Explain
- Compare
- Select
- Listen
- Respond
- Clarify

Productive modes (speaking, writing and creating)

- Create
- Demonstrate
- Detail
- Point of view
- Explain
- Audience
- Purpose
- Structure
- Grammar
- Spelling
- Punctuation
- Edit
- Vocabulary

A web-based program called English Stars is used and this can be accessed on any device at school or at home. It utilises a variety of resource types in a truly multi-modal approach to learning. We also use the 'Soundwaves" spelling program and children are also encouraged to utilise assistive electronic technology to practice and present their work. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

PBC students are encouraged to use assistive technologies such as iPads and laptops to help enhance, support and evidence their learning and understanding of the concepts.

Year 6 Geography

Exploring a diverse world

Students take a global view of geography and build their understanding of the concepts for geographic understanding of place and space and interconnections. Students learn about the location of major countries in Asia, particularly the sub-regions of North-east Asia and South-east Asia, and the differences in economic, demographic and social characteristics between countries in these sub-regions and global trends.

Students learn about the world's cultural diversity, including that of its Indigenous peoples, and reflect on the cultural differences and similarities and the meaning and significance of intercultural understanding.

Students will investigate the inquiry questions identified from the Australian Curriculum: Geography

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections and scale.

Year 6 Health & Physical Education

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education is organised into two content strands:

- Personal, social and community health and
- Movement and physical activity.

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them. The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

In a typical school week, students will have lessons in from each of the two content strands, i.e. there will be subject matter relating to Personal, social and community health and subject matter from the Movement and physical activity strand.

Across Year 5 and 6, learning experiences in Health and Physical Education cover a range of focus areas. These are:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment include:

- physical performance observation
- game play communication and strategy discussions
- coaching and peer evaluation
- written tasks – research and problem solving
- multi modal presentations
- spoken tasks

Year 6 History

The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students will explore the factors that led to Federation and experiences of democracy and citizenship over time. Students will understand the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government. Students will learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

Australia as a Nation [Part A]	Australia as a Nation [Part B]
In this unit, colonial Australia will be investigated and the development of Australia as a nation, particularly up to the 1900's will be the focus. Students will explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students will come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).  	In this unit, students will focus on Australia as a nation, particularly after 1900. Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development (significance, empathy). In learning about Australia as a nation, students compare a range of sources to determine points of view (sources, perspectives). 

Year 6 Japanese

At this level, students are widening their social networks, experiences, and communication repertoires in both their first language and Japanese. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining a greater awareness of the world around them. Learners are noticing similarities and differences between Japanese language and culture and their own.

Learners use Japanese with peers and the teacher for a widening range of purposes: asking and responding to questions, exchanging information, expressing ideas and feelings, performing, responding to learning experiences, and interacting with Japanese language resources. They are developing greater fluency and accuracy in communication. As they draw on a growing range of vocabulary resources and grammatical structures, their pronunciation, intonation, and phrasing improve. They begin to use Japanese more spontaneously when interacting with one another and use an increasing range of body language and gestures. Shared tasks provide a context for purposeful language experience and experimentation. Focused attention on language structures, literacy skills development and exploration of cultural elements of communication are conducted at least in part in Japanese. Learners use digital media to support their learning in increasingly independent ways, such as exchanging resources and information with other Japanese speakers. In doing this, they may access music and media resources.

Course Outline:

Term 1:
Teamwork Makes the Dream Work: Japanese sports day, sports, colours, self-introductions

Term 2:
Saved By the Bell: Japanese schooling and the education system, subjects

Term 3:
My Mascot: Revision, anime, self-introduction extension, festivals

Term 4:
Shop Till You Drop: Hiragana writing focus, food vocabulary, money, shopping phrases

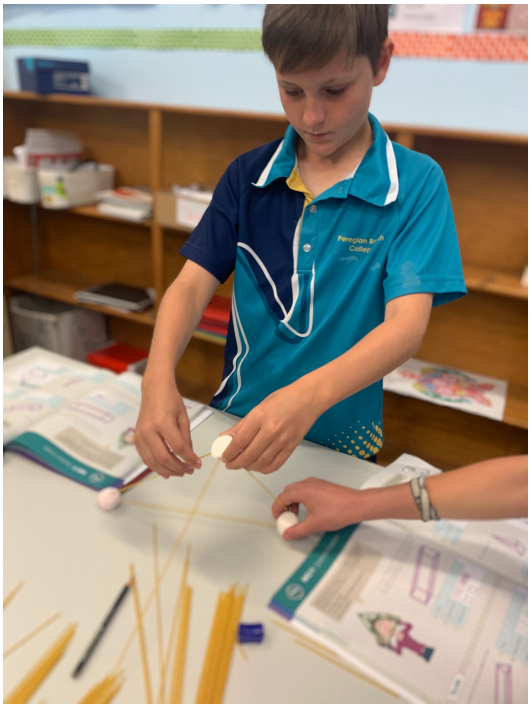
Year 6 Mathematics

Students in Year 6 continue to work through the iMaths program which fully embeds the Australian Curriculum. Students are exposed to a range of concepts across the three content strands: number and algebra, measurement and geometry, and statistics and probability.

By the end of Year 6, students are expected to be familiar with the following concepts:

- Properties of prime, composite, square and triangular numbers.
- Whole numbers problem solving
- Fractions, decimals and percentages
- Addition and subtraction of related fractions
- Multiplication and division of decimals
- Units of measurement
- Capacity and volume
- Data comparison and interpretation
- Integers
- Cartesian planes
- Construct prisms and pyramids
- Describe probability

Students will be given formative and summative assessment tasks throughout the year in order to demonstrate their mathematical ability. These include Investigations, Tracker concept tests and general tests. Assessments may be completed in written, oral or multimodal format.



Year 6 Music

Year 6 music involves learning to read notes and rhythms, discovering how sounds can be arranged, listening to and performing a range of musical styles and genres and analysing and responding to both own works and the compositions of others.

Music is an activity experienced through participation. Music comes from within as a response to the outside; it is an expression of self and of our concept of others. Younger children are uninhibited in their expression, and they communicate openly by using their own unique instrument – their voice. Throughout year 6 this enthusiasm for musical expression is focused over time to become increasingly understood, developed and appreciated. Participating in classroom music means having fun creating and playing music on computers, guitars, keyboards and other instruments along with listening to and talking about the music we hear around us. As students grow, their musical skills increase and hence, a wider range of musical options are offered.

Throughout the course of study in year 6, students learn about the elements of music and how they are used to explain the communication and meaning behind a wide range of musical compositions. Aural and visual analysis of different styles of music will be conducted as a class to better understand the music writing process. Students use rhythm, pitch and form symbols and terminology to analyse, compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for an audience. In responding to their own compositions and performances they describe how their music making is influenced by music and performances from different cultures, times and places.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Responding
- Composing
- Performing

COURSE OF STUDY OVER YEAR 6

	Course Outline	Assessment
Term 1	**All About Music –** An in depth look at what music is and how sounds can be produced. Students will learn the basics in reading and performing complex rhythms and music notes.	-Performance (Keyboard) -Examination
Term 2	**Composition Techniques and Pentatonic Scales –** a beginning investigation into the basics of composition and composing using the Pentatonic scale.	-Pentatonic Scale Composition -Performance (Their own composition)
Term 3	**Digital Technologies in Music –** an exploration into the use of digital music making and GarageBand tutorial.	-Garage Band Composition
Term 4	**Stage and Screen –** an in-depth education into how music is used in various forms to create mood, emotion, scene setting, historical setting and character profiles in movies, TV shows and on stage.	-Ukulele Performance -Garage Band Composition

Year 6 Science

In Year 6 Science, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale to generation of electricity from a variety of sources at another scale and begin to see links between these systems.

They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and the value of accuracy in these measurements. They learn how to look for patterns and to use these to identify and explain relationships by drawing on evidence.

Topic to be covered over the course of the year
Biological Sciences – 'Life on Earth'
Earth and Space Sciences – 'Natural Disasters: Our Changing World'
Physical Sciences – 'Energy and Electricity'
Chemical Sciences – 'Making Changes'

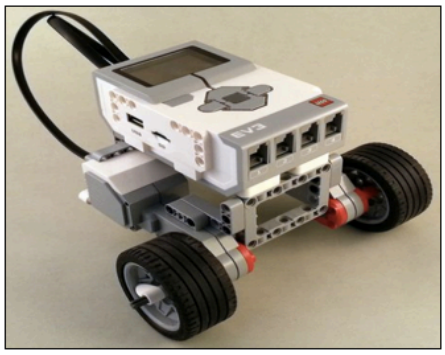
Year 6 Technology (Digital)

In Year 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data.

When creating solutions, students define problems clearly by identifying appropriate data and requirements. When designing, they consider how users will interact with the solutions, and check and validate their designs to increase the likelihood of creating working solutions.

Students increase the sophistication of their algorithms by identifying repetition and incorporate repeat instructions or structures when implementing their solutions through visual programming, such as reading user input until an answer is guessed correctly in a quiz. They evaluate their solutions and examine the sustainability of their own and existing information systems.



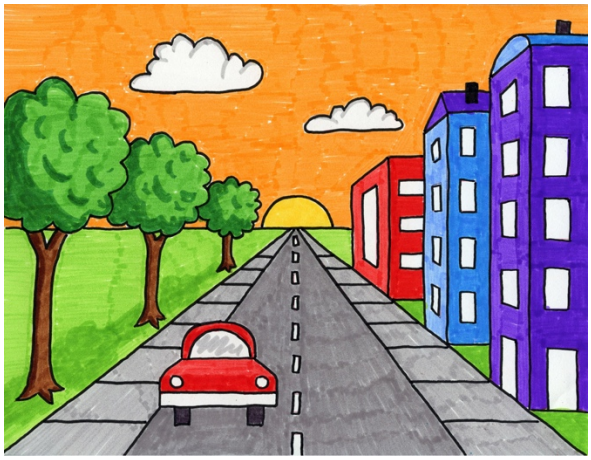
Year 6 Topics
Information Systems – Students explore information systems and collect and manage data. **Create a Data Driven Data Solution** – Students manage their own project by designing an interactive spreadsheet. **Digital Citizenship –** Students investigate what makes them good cyber citizens. **Exploring Coding –** Students participate in a series of challenges using SCRATCH and other coding software.

Year 6 Visual Art

In year 6, Visual Art students explain how ideas are communicated in artworks they make and to which they respond. They describe characteristics of artworks from different social, historical, and cultural contexts that influence their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks and describe how the display of artworks enhances meaning for an audience.

Depending on student interest, some of the topics, materials and techniques students may study in grade 6 art may include:

- Drawing one point perspective artworks – responding to various stimulus dependent on current student interests and current popular culture trends
- Creating clay lanterns by designing and implementing symbols to reflect a personal viewpoint – responding to a range of symbols and signs from a range of cultures from around the world
- Painting – responding to artist MC Escher
- Critique of own and others' artworks, self-reflection and writing of artist statements



Year 7 Economics & Business

The purpose of this work program is to give students the opportunity to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students will explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.

This program will enable students to explore a range of issues, skills and knowledge around Economics and Business. These include:	
Unit 1	Unit 2
Why individuals work, types of work and how people derive an income. • Income - where does it come from? • Identifying sources of income • Exploring government and social welfare payments • Establishing how much income is needed • Investigating income and employment opportunities • Dealing with income shock	Characteristics of entrepreneurs and successful businesses • Investigating successful entrepreneurs and identifying the behaviours and skills that contribute to their success • Examining innovation- incremental and disruptive- and how innovation contributes to business success • Studying social entrepreneurs and the contribution they make to society

Year 7 English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Term	Course Outline
Term 1	Narrative The Narrative unit extends students understanding of effective narrative writing by analysing and writing each of the five parts of a narrative text: orientation, complication, rising action, climax and resolution, and supporting the students in writing their own narrative. While analysing the text and participating in demonstration lessons, the students will learn how to construct sentences and paragraphs to achieve the effects needed to interest the reader.
Term 2	Year 7 Revision: Consolidation and preparation for 2023 National Testing Transforming Texts Students develop an understanding of how protest poetry, songs and multimodal texts represent historical, cultural and social perspectives over time. Students use their ideas and perspectives in a text to create a transformation to a different text type.
Term 3	Novel study Students read, interpret and evaluate a young adult novel. They further develop their understanding of the narrative structure and how the author's choices effect the development of the text and impact the reader. Students explore the issues raised in the novel and consider the different perspectives of the characters.
Term 4	Film study Students develop an understanding of film techniques used to create meaning. Students view and analyse a film, with the purpose to create their own. Students create a screen play and story board with a clear narrative and identify camera angles, shots and movement, sound effects and lighting.

Year 7 Health & Physical Education

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education is organised into two content strands:

- Personal, social and community health and
- Movement and physical activity

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. The curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students develop specialised movement skills and understanding in a range of physical activity settings and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation and lifelong physical activities play in shaping cultures and identities.

In a typical school week, students will have lessons in from each of the two content strands, i.e. there will be subject matter relating to Personal, social and community health and subject matter from the Movement and physical activity strand.

Learning experiences in Health and Physical Education cover a range of focus areas. These are:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment include:

- physical performance observation
- game play communication and strategy discussions
- coaching and peer evaluation
- written tasks – research and problem solving
- multi modal presentations
- spoken tasks

Year 7 History

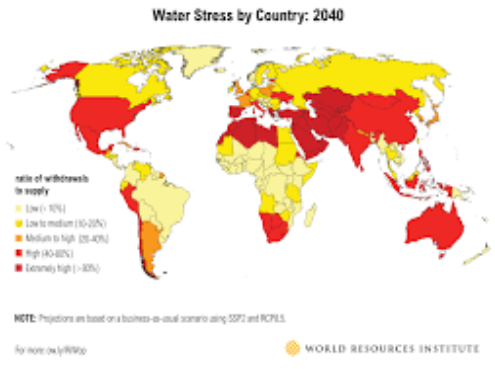
History provides us with an understanding and appreciation of the past, which in turn helps us to understand the present. The study of history also provides the student with valuable skills in gathering, analysis and clear presentation of information and arguments, which enhance learning across the curriculum.

Investigating History	Ancient China
In this introductory unit, students build on and develop their understandings of historical inquiry in the context of the ancient world. They explore some of the important features and events of the ancient period, and how these features and events have shaped the modern world. This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, perspectives and significance. 	In this unit, students investigate and develop an appreciation of the features of ancient China, and the legacy ancient societies have on the modern world. This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. 
Students will: • How historians and archaeologists investigate history, including excavation and archival research. • The range of sources that can be used in an historical investigation, including archaeological and written sources. • The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains. • The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources. • The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Island peoples. • Use historical terms and concepts. 	Students will: • Learn about change and its impact on the lives of civilizations. • Learn about continuity through appreciation of aspects of ancient Chinese society in our own times. • Learn about cause and effect by evaluating the role of key individuals and events in ancient China. • Learn about sources of information on the ancient Chinese world. • Develop skills in gathering and documenting evidence from sources to analyse what they reveal about culture and values in ancient China. • Communicate understanding of history through a variety of modes. • Locate, compare, select and use information from a range of sources as evidence. • Identify and describe points of view, attitudes and values in primary and secondary sources.

Year 7 Geography

Geography is the study of the human and physical characteristics of places and the interactionsbetween them. It is a rich and complex discipline, which includes two vital dimensions:

- The spatial dimension, which focuses on where things are and why they are there.
- The ecological dimension, which considers how humans interact with environments

Water in the World	Place and Livability
During this terms' studies, students will focus on developing understanding of water as a renewable environmental resource that connects places as it moves through the environment and of its varying availability in time and across space, its scarcity and hazard potential. Studies of water are drawn from Australia, countries of the Asian region, and countries from West Asia and/or North Africa.	'Place and livability' focuses on the concept of place through an investigation of livability. This unit examines factors that influence livability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces areplanned and managed by people. It develops students' ability to evaluate the livability of their own place and to investigate whether it can be improved through planning. Thelivability of places is investigated using studies drawn from Australia and Europe
Students will: • Learn about the classifications of environmental resources and the forms that water takes as a resource. • Learn about the ways that water connect places asit moves through the environment and the way thisaffects places. • Investigate the quality and variability of Australia'swater resources compared with those in othercountries. • Identify the nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia. • Learn about the economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples andpeople of the Asia region  	Students will: • Analyse the factors that influence the decisionspeople make about where to live and their perceptions of the livability of places • Explain the influence of accessibility to services andfacilities on the livability of places • Investigate the influence of environmentalquality on the livability of places • Analyse the influence of social connectedness andcommunity identity on the livability of place • Explore and compare strategies used to enhancethe livability of places, especially for young people, including examples from Australia and Europe

Year 7 Japanese

These years represent a transition to secondary school. Students in this sequence are continuing to study Japanese, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of Japanese speakers. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

Japanese is used for classroom interactions and transactions, for creating and maintaining a class dynamic, and for explaining and practising language forms. Learners work both collaboratively and independently in Japanese, exploring a variety of texts, including songs/raps and role-plays, with reference to their social, cultural, and communicative interests. They share language knowledge and resources to plan, problem-solve, monitor, and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language.

The primary context for learning and using Japanese remains the language classroom; however, there may be increasing opportunities for interaction with peers in a range of Japanese-speaking communities using technologies, partner-school arrangements, and community connections.

Course Outline:

Term 1:
Memorable Places: Katakana, express opinions about experiences and places, identify and recount information about famous and iconic places in Australia and Japan.

Term 2:
It's All In The Past: introduction of い and な adjectives.

Term 3:
School Magazine: introduce ましょう making arrangements, use of hiragana and katakana and kanji. Engage with a range of spoken and written texts within a school magazine.

Term 4:
Rock On! Introduce new verb tenses, talk about Japanese music and popular music, convey information about a band.

Year 7 Mathematics

The proficiency strands Understanding, Fluency, Problem-Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- Problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

	Concepts
Term 1	• whole numbers • geometry • number properties and patterns
Term 2	• fractions and percentages • algebra • decimals • Semester review 1
Term 3	• negative numbers • statistics and probability • polygons, solids and transformations
Term 4	• equations • measurement • Semester review 2

Year 7 Music

Music in Year 7 involves three different components of study and assessment. Over the course of the year the students' knowledge, understanding and skills are examined through responding, composing and performance assessment pieces.

Responding is assessed through identifying and analysing how the elements of music are used in different styles and genres of music throughout time. Students learn how to effectively listen, deconstruct and discuss music using the music elements and musical language. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within the discipline of music. Students learn and explore how to apply this knowledge in their performances and compositions through singing, playing instruments, listening, moving, improvising and composing.

Composing is an extremely useful tool in educating students in musical theory. Throughout Year 7 students will create their own music compositions in hard copy using manuscript and with music creation computer programs such as Finale, Sibelius or Garage Band. These will be assessed on technical ability, creativity and ability to mirror a given musical context.

All students in Year 7 have the opportunity to develop their performance skills in one or more of the College's class sets of instruments. These include recorder, ukulele, guitar and keyboard. Students may also learn the skills needed to perform vocally in a studio/stage setting. Students extend their understanding of music practice through active engagement, both individually and collaboratively, with musical elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. Performance is assessed through technical ability, creativity, effort and showmanship and musical context.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present musical works, and to communicate their own music practice and that of others.

COURSE OF STUDY OVER YEAR 7

	Course Outline	Assessment
Term 1	**World Music** - Students will learn about traditional music, it's features and instruments, through a number of world cultures and how this has been combined with western music create new musical styles.	-Research Assignment
Term 2	**The Musical** – In this unit students will learn about the development of the musical from the 1920's to the first decade of the twenty-first century by studying types of musicals and selections from representative musicals.	-Composition
Term 3	**Australian Music Popular** – A comprehensive study of Australian music from 1990.	-Keyboard Performance -GarageBand Pop Composition
Term 4	**The Pioneers of Rock** – In this unit students will learn about the evolution of different rock styles and their characteristics from the early 1950's to the 1980's, by studying representative examples and their important performers.	-GarageBand Rock Composition -Guitar Performance

Year 7 Science

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Term	Topic
1	Biological Sciences - Classification of Organisms - Ecosystem Interactions
2	Earth and Space Sciences - Phenomena on Earth - The Water Cycle
3	Physical Sciences - Forces
4	Chemical Sciences - Mixtures and Solutions

Year 7 Technology (Food)

The central focus of Food Technology is the wellbeing of people within their personal, family, community and work roles. Food Technology encourages personal independence and effective living within the wider community and promotes preferred futures for self and others. Food Technology is an interdisciplinary study, drawing on the fields of nutrition, technology, the built environment, human development, relationships and behaviour. Food Technology education is about becoming independent, connecting with others and taking action towards preferred futures that support individual and family wellbeing. Through Food Technology education, students become empowered, active and informed members of society. Food Technology education has the potential to play a major role in supporting young people to participate effectively in changing social, cultural and economic times.

This program will enable students to explore a range of issues and experiences around food and design. These include:

Safety and Systems

- Equipment and safe practice
- First Aid responses
- Understanding the recipe; deconstructing and repurposing
- Measurement

Nutrition & Health

- Understanding the Food Pyramid
- Making informed choices
- Exploring the consequences of lifestyle choices

Food Celebration & the Globe

- Understanding food and its origins
- Exploring food staples and global culture
- Celebrations, food and our relationship with it.
- Combining food cultures

Food: Marketing & Business

- Messages we receive
- Labelling revisited, food for sale
- Considering sustainable packaging
- Researching and surveying customer needs and produces responsibilities.

Australian Food History and Modern Influences

- Bush Tucker
- Chinese Influence
- Multicultural Evolution

Year 7 Technology (Digital)

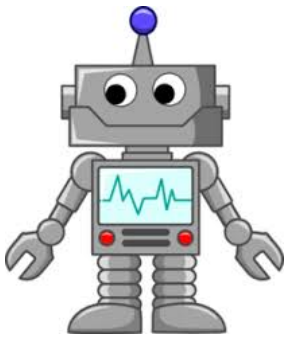
Learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

In Year 7, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.

When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using graphs and clearly defined mark-up or rules. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback.

Term	1	2
Content	Data, Information and App Design	Networks Basic Web Design



Year 7 Visual Art

In year 7, Visual Art students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. Students explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times, and places. Students plan their art making in response to the exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques, and processes to communicate meaning in their artworks.

Depending on student interest, some of the topics, materials and techniques students may study in grade 7 art may include:

- Overview of artistic elements and principles whilst creating a range of artworks by using a variety of media
- Introduction to a range of drawing techniques to create portraits
- Research inquiry to create and design a book cover which features a self-portrait. Students, draw paint and digitally edit these artworks.
- Clay sculpture and painting of clay bobble head sculptures by responding to contemporary artist Yago Partal
- Critique of own and others' artworks, self-reflection and writing of artist statements

Year 8 Economics & Business

In Year 8 students will further develop their Business and Economic skills and knowledge by studying types of businesses and decisions that business owners will need to make. Students also gain an understanding of Consumer Law, practising their rights and responsibilities as consumers.

This program will enable students to explore a range of issues, skills and knowledge around Economics and Business. These include:	
Unit 1	**Unit 2**
Types of businesses and the ways that businesses respond to opportunities in Australia • Comparing different forms of business ownership (for example, sole proprietorship, partnership, corporation, cooperative, franchise) • Investigating different pathways into business (for example, starting from scratch, buying an existing business or buying into a franchise) • Considering other factors, such as location, physical and online presence, e-commerce, feasibility reports and the impact of competitors.	The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making. • Distinguishing the difference between the rights and responsibilities of consumers and businesses • Investigating the Australian Consumer Law Act (ACL), and how it protects consumers' rights. • Understanding the types of illegal behaviour the ACL prohibits. • Understanding the remedies available to consumers, and how consumers may seek to resolve breaches of the ACL to their satisfaction.

Year 8 English

The Year 8 English program's objective is for students to create structured and coherent texts for a range of purposes and audiences. Students will make presentations and contribute actively to class and group discussions, using language features to engage an audience. When creating and editing texts they will demonstrate understanding of grammar, use a variety of specialised vocabulary, accurate spelling and punctuation. Students will understand how text structures can influence the complexity of a text and are dependent on audience, purpose and contexts.

Term	Course Outline
Term 1	**Documentaries and persuasion** In this unit, students view, interpret and evaluate documentary and digital media texts on an issue relevant to their real-world. They explore the unique features of the documentary genre, with the purposes to inform and persuade. Students develop a deeper understanding of persuasive techniques to create a persuasive text.
Term 2	**Stories from our past** Students read and comprehend an Australian play and short stories to understand the text structures and language features used to develop characterisation, setting and plot, and engage an audience. Students have opportunities to practise narrative writing to experiment with visual and language choices for specific purposes and effects. For assessment, students create a narrative text in the form of a monologue based on a story from their family or network.
Term 3	**Representing human experience** Students read, view and listen to a variety of texts that create representations of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They analyse the text structures and language that create these representations and position the audience in relation to the specific groups represented. Students analyse a text about Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures; writing an analysis to express their opinion about the text.
Term 4	**Fairy tales and magic** Students reflect on the narrative genre through the analysis, interpretation and creation of fairy tales. They view these texts as windows into cultures of the past, who used these stories to share important lessons. Students develop their understanding of how these texts were influenced by their context, purpose and audience. Students identify an important issue relevant to their world and create a short story, using the features of a fairy tale.

Year 8 Geography

Geography is the study of the human and physical characteristics of places and the interactionsbetween them. It is a rich and complex discipline, which includes two vital dimensions:

- The spatial dimension, which focuses on where things are and why they are there.
- The ecological dimension, which considers how humans interact with environments

Landforms and Landscapes
Landforms and landscapes focus on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management oflandscapes.
• Students explore the significance of landscapes to people, including Aboriginal and Torres Strait IslanderPeoples. • Distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. • 'Landforms and landscapes' focus on the different types of landforms and landscapes, such as coasts, mountains, coral reefs and karst. • The unit also investigates geomorphic processes, including plate tectonics, folding and faulting, andphysical weathering (such as glaciation). • Distinctive types of landscapes – for instance riverine, wetlands, grasslands and deserts – are alsoexamined.

Year 8 Health & Physical Education

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.
Health and Physical Education is organised into two content strands:

- Personal, social and community health and
- Movement and physical activity.

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. The curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students develop specialised movement skills and understanding in a range of physical activity settings and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation and lifelong physical activities play in shaping cultures and identities.
In a typical school week, students will have lessons in from each of the two content strands, i.e. there will be subject matter relating to Personal, social and community health and subject matter from the Movement and physical activity strand.

Learning experiences in Health and Physical Education cover a range of focus areas. These are:

- alcohol and other drugs
- food and nutrition
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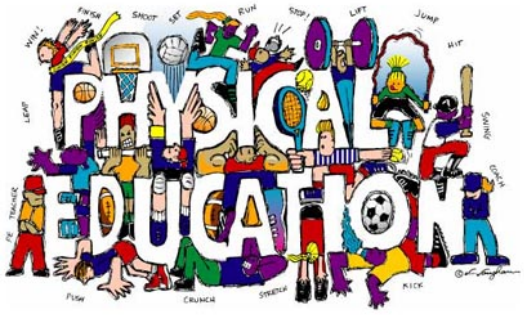
- relationships and sexuality
- safety
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

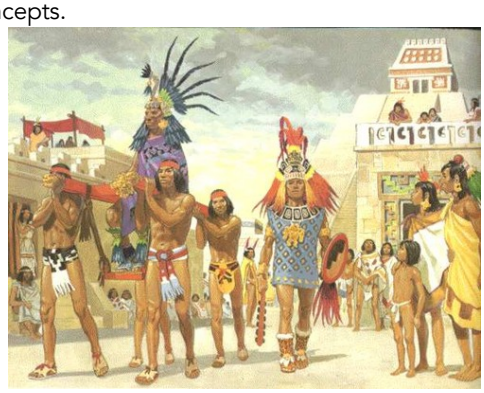


Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment include:

- physical performance observation
- game play communication and strategy discussions
- coaching and peer evaluation
- written tasks – research and problem solving
- multi modal presentations
- spoken tasks

Year 8 History

History provides us with an understanding and appreciation of the past, which in turn helps us to understand the present. The study of history also provides the student with valuable skills in gathering, analysis and clear presentation of information and arguments, which enhance learning across the curriculum.

Expanding contacts	Life in Medieval Europe
In this unit students explore the interaction between societies within the period of the Spanish conquest of the Aztecs and the Incas. They will explore Pre-Columbian life in the Americas, how and why the Spanish arrived at the Americas, the nature of interactions between the Spanish and Native peoples as well as the immediate and long-term effects of these interactions. Students will develop skills of inquiry, analysis and use of sources, perspective and interpretations as well as chronology terms and concepts. 	During this unit students will study the way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society. They will explore the significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music. They will undertake an assessment task looking at continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce. 
Students will: • Explore historical knowledge and understanding of topic. This includes varying perspectives of peoples as well as causes and effects of significant events. • Development of inquiry questions to guide research including the Identification and selection of information in primary and secondary sources to use as evidence. Acknowledgment of sources. • Identify and describe points of view, attitudes and values of people from the time. • Develop texts using appropriate historical terms and concepts. Display of information using a range of communication forms and digital technologies which are relevant to the audience.	Students will: • Learn about change and its impact on the lives of civilizations. • Learn about continuity through appreciation of aspects of ancient European society in our own times. • Learn about cause and effect by evaluating the role of key individuals and events in ancient Europe. • Learn about sources of information on the ancient European world. • Develop skills in gathering and documenting evidence from sources to analyse what they reveal about culture and values in ancient Europe. • Communicate understanding of history through a variety of modes. • Locate, compare, select and use information from a range of sources as evidence. • Identify and describe points of view, attitudes and values in primary and secondary sources.

Year 8 Italian

Year 8 students continue to study Italian, bringing with them an established capability to interact in different situations and analyse the major features of the language system and the nature of such exchanges in which they are involved. They work in groups to pool language knowledge and resources, and to plan, problem-solve, monitor and reflect. Students begin to make cross-curricular connections and explore intercultural experiences and perspectives particularly through comparison. Italian is used for classroom interactions and transactions, for creating and maintaining a class dynamic, for explaining and practicing language forms, and for developing cultural understanding. Additional opportunities for using Italian are provided by purposeful and integrated use of ICTs.

ITALIAN LANGUAGE LEARNING AND USE

Students work with different modes of communication and with 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. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.

FEATURES OF ITALIAN LANGUAGE USE

Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They build a vocabulary relating to people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject-verb-object), which is enriched using adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss features of Italian.

THE ROLE OF ENGLISH

English serves two main functions in the Italian class: it represents a point of reference for Italian learning by enabling students to compare structures, features, and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion.

Year 8 Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- fluency includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- problem-solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

	Concepts
Term 1	• integers • lines, shapes and solids • fractions, decimals and percentages
Term 2	• measurement and introduction to Pythagoras' Theorem • Algebra • Semester review 1
Term 3	• ratios and rates • equations and inequalities • probabilities and statistics
Term 4	• straight line graphs • transformation and congruence • Semester review 2

Year 8 Music

Music in year 8 involves three different components of study and assessment. Over the course of the year the students' knowledge, understanding and skills are examined through responding, composing and performance assessment pieces.

Responding is assessed through identifying and analysing how the elements of music are used in different styles and genres of music throughout time. Students learn how to effectively listen, deconstruct and discuss music using the music elements and musical language. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within the discipline of music. Students learn and explore how to apply this knowledge in their performances and compositions through singing, playing instruments, listening, moving, improvising and composing.

Composing is an extremely useful tool in educating students in musical theory. Throughout year 8 students will create their own music compositions in hard copy using manuscript and with music creation computer programs such as Finale, Sibelius or Garage Band. These will be assessed on technical ability, creativity and ability to mirror a given musical context.

All students in year 8 have the opportunity to develop their performance skills in one or more of the College's class sets of instruments. These include recorder, ukulele, guitar and keyboard. Students may also learn the skills needed to perform vocally in a studio/stage setting. Students extend their understanding of music practice through active engagement, both individually and collaboratively, with musical elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. Performance is assessed through technical ability, creativity, effort and showmanship and musical context.

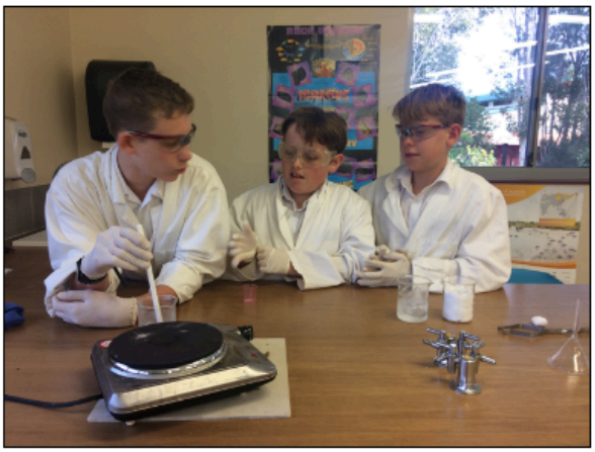
Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present musical works, and to communicate their own music practice and that of others.

COURSE OF STUDY OVER YEAR 8

Term 1	**Australian Art Music** – Students will learn about Australian Art music since 1996 by studying examples of different media. These include: • Piano music • Orchestral music • Vocal music • Chamber music • Concerto	Keyboard Performance
Term 2	**Music's Classic Hits** – An exploration into the defining music and musicians throughout music history.	Analysis Examination
Term 3	**Successful Bands** – A comprehensive look into what makes a successful band and the world of popular music making.	Research Assignment
Term 4	**Music from the Movies** – An in depth look into the many different styles and genres of music composed for movies.	Composition

Year 8 Science

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.



Term	Topic
1	Biological Sciences - Cells - Body systems
2	Earth and Space Sciences - Earth structure and the rock cycle
3	Physical Sciences - Energy transfers and transformations
4	Chemical Sciences - Particle theory - Elements, compounds and mixtures - Chemical change

Year 8 Technology (Food)

The central focus of Food Technology is the wellbeing of people within their personal, family, community and work roles. Food Technology encourages personal independence and effective living within the wider community and promotes preferred futures for self and others. Food Technology is an interdisciplinary study; drawing on the fields of nutrition, technology, the built environment, human development, relationships and behaviour. Food Technology education is about becoming independent, connecting with others and taking action towards preferred futures that support individual and family wellbeing. Through Food Technology education, students become empowered, active and informed members of society. Food Technology education has the potential to play a major role in supporting young people to participate effectively in changing social, cultural and economic times.

This program will enable students to explore a range of issues and experiences around food and design. These include:

Safety and Systems

- Equipment and safe practice
- First Aid responses
- Understanding the recipe; deconstructing and repurposing
- Measurement

Nutrition & Health

- Understanding the Food Pyramid
- Making informed choices
- Exploring the consequences of lifestyle choices

Food Celebration & the Globe

- Understanding food and its origins
- Exploring food staples and global culture
- Celebrations, food and our relationship with it.
- Combining food cultures

Food: Marketing & Business

- Messages we receive
- Labelling revisited, food for sale
- Considering sustainable packaging
- Researching and surveying customer needs and produces responsibilities.

Australian Food History and Modern Influences

- Bush Tucker
- Chinese Influence
- Multicultural Evolution

Year 8 Technology (Digital)

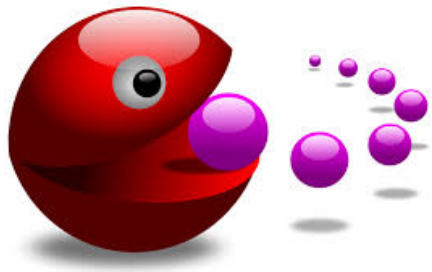
Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

In Year 8, students identify the key elements of the problems and the factors and constraints at play. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

They broaden their programming experiences to include general-purpose programming languages and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

Term	1	2	3	4
Content	Digital Citizenship Binary	Robotics II Data and Spreadsheets	Game Design II	Video Editing



Year 8 Visual Art

In Year 8, Visual Art students plan their art making in response to the exploration of techniques and processes used in their own and others' artworks from different cultures, times, and places. Students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They demonstrate the use of visual conventions, techniques, and processes to communicate meaning in their artworks, students also explain how an artwork is displayed to enhance its meaning.

Depending on student interest, some of the topics, materials and techniques students may study in grade 8 art may include:

- Sculpting and painting of personal clay totems in response to the learning about and inquiry into various signs and symbols from a range of current and historical cultures around the world.
- Stop motion movie in response to a set stimulus, students use paper cutouts to create a short film.
- Critique of own and others' artworks, introduction to the Feldman model of criticism, self-reflection and writing of artist statements.
- Watercolour portraits in response to Australian first nation artist, Blak Douglas.

Your Notes