



YEAR 8 FACT SHEET

Our Year 8 program closely models that of Year 7 in that it is a partially integrated program made up of three subjects: Communication and Culture, Maths and Science. Students spend most of their time in these subjects with teachers who have expertise in these learning areas and with this age group.

The program encourages students to become independent learners and to work collaboratively. They develop research skills through tasks that encourage them to inquire in depth and choose their own pathways. The curriculum aims to be both academically rigorous and engaging: preparing students not only for senior school, but also to be life-long learners.

COMMUNICATION & CULTURE (C&C)

This is an integrated subject, which we call C&C. We combine English and Humanities. Students learn the key knowledge and skills for each of these disciplines, getting a sense of each discipline as a unique subject area.

These subjects naturally lend themselves to integration, which makes it easier for students to understand and apply new knowledge. For example, in Humanities, punctuation might be taught during a History or Geography unit. Mapping skills might be a focus when studying the Roman Empire. Of course, core English skills are the backbone of Humanities and this is reflected in the curriculum.

MATHS & SCIENCE

Students undertake three Mathematics lessons and two Science lessons a week.

ARTS & TECHNOLOGY

Throughout Year 7 & 8, students rotate through subjects from the Arts and Technology learning areas. These subjects will include:

Art	Mechatronics	Fabrics
Food Technology	Music	Drama
Wood Technology	Digital Technologies	Visual Communication & Design

LANGUAGES

The only elective in Year 8 is choosing a language. Through Languages, we aim to foster an enjoyment of linguistics and develop an appreciation for other countries. Students are introduced to the basic geography of France or Japan (and their territories) and to aspects of that nation's culture.

Students develop skills in listening, speaking, reading and writing.

French The focus is broadly personal within topics such as self, family, friends, pets, animals and numbers.

Japanese There is a focus on script acquisition. Students develop communication skills within topics such as self, family, friends and likes and dislikes.

RELIGIOUS EDUCATION

In this subject we draw attention to 'living in a just world'. Through the integration of prayer and scripture we invite students to see what is happening in the wider world and how they can make a difference. One endeavour is the Caritas Coin Line, where proceeds assist the less fortunate.



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ESSENTIAL ENGLISH

The aim of this program is to support identified students with a focus on improving their literary skills. Through carefully considered guidance, students are engaged and given the tools to understand their own learning needs. The program works to improve skills required for independent learning using appropriate resources. We provide information about strategies that lead to more confident independent learners.

Students are identified for this program by previous involvement, teacher recommendation, ACER and NAPLAN testing results. Identified students will receive a letter from Shaun Mason, Deputy Principal (Learning, Teaching & Innovation) inviting them to participate. Essential English is studied instead of a Language.

INQUIRY BASED LEARNING

In Year 8 we introduce 'inquiry based' projects. This approach complements a growing skill and knowledge base and we integrate our two main learning areas into the projects. Classroom teachers supervise and monitor progress, though students have more freedom to work in their preferred style and pursue academic areas of interest. We integrate our two main learning areas into the projects.

For example, each term we explore a different concept that explains what and how people learn. In Term 3 our focus is on 'Change' and looks at how we have altered as people, and how we transform our world. To complete the project, students perform their own research and apply their findings. Students create a timeline of their own lives, showing just how much they have changed.

We use History (which focuses on the transformation from the ancient to the modern world) to reinforce the learning, asking students to incorporate either Shogun Japan or Medieval Europe history in the final element of the project, a website they create that showcases their newfound information and skills.

PERSONAL LEARNING (PLE)

We timetable Personal Learning once per week with core teachers. PLE enables students to practise organising themselves and build their questioning and note-taking skills.

PHYSICAL EDUCATION

Students are expected to enthusiastically 'have a go' at a range of sports and in doing so, learn the basic skills required to play these activities.

MACBOOK

Each student is allocated a 13" MacBook. The laptop is incorporated into the teaching and learning. Students are taught different programs through assignment work and group workshops.

Students become confident in the use of the Apple programs, Microsoft Office, Google Apps, iMovie etc. Teachers have access to software that enables them to monitor student laptop use at school. There is a balanced mixture of bookwork and laptop use.

CAMP

Mid Term 1 the cohort goes on an overnight camp to Lake Sambell Caravan Park, Beechworth. Students participate in outdoor activities that include canoeing, raft building, archery and mountain bike riding.

We require a signed permission slip for the camp from each family. That slip is issued very early in Term 1.