Mission Statement

In a supportive Christian environment, reflecting the philosophy
of the Sisters of the Society of the Sacred Advent,
St Margaret's Anglican Girls School aims to provide
excellence in teaching and learning
within a broad, balanced and flexible curriculum
complemented by other school activities;
preparing confident, compassionate and capable young
women able to contribute in a global community.

CONTENTS

The Year 8 Curriculum

ENGLISH

COURSE OVERVIEW

At St Margaret's Anglican Girls School, students employ imagination, creativity and their appreciation of world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities.

The Year 8 English program therefore provides our students with repeated opportunities to engage with the capabilities outlined in the Australian Curriculum. The study of English is central to the learning and development of students in Australia, and although Australia is a culturally diverse nation, the ability to communicate effectively and precisely in the English language is integral to participation in all areas of Australian life. English will therefore allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

TOPICS OF STUDY

English at St Margaret's is organised according to the three interrelated content strands laid out by the Australian Curriculum - Language, Literature and Literacy. These strands are interrelated and their content is taught in an integrated way, and collectively they describe the skills learnt in English, as well as important areas of knowledge and understanding.

During the year, students will consider a variety of different topics, beginning the year with a consideration of their own lives as readers of literature and story, as well as undertaking two separate novel studies, and finishing the year by exploring the ways in which texts are partial and biased representations of reality, through engaging with a unit centred around the deconstruction of science-fiction media texts.

LEARNING EXPERIENCES

In English, students learn to speak, listen to, read, view, write and shape texts. They develop their ability to analyse how texts are constructed for particular purposes and to suit different contexts. Students are also expected to make deliberate choices when constructing their own texts in order to achieve different purposes.

The Year 8 English course also embeds the explicit teaching of spelling and grammar, with activities being completed regularly, either in-class or as homework.

ASSESSMENT

HEALTH & PHYSICAL EDUCATION

COURSE OVERVIEW

The Year 8 Health and Physical Education program supports students in refining their decision-making skills in relation to their health and provides them with opportunities to develop movement competence in a range of physical activities. Health contexts include personal fitness evaluations, changes associated with puberty and reproductive health, tobacco use and inequities between population groups. Movement contexts include games and sports (in the water and on land), health-related, rhythmic and expressive activities. Students have three HPE lessons per week – two concentrating on

HUMANITIES

The study of Humanities focuses on the disciplines of History and Geography. Over the course of the year, students will complete a six month study of each subject area and develop specialist skills related to each discipline.

Through the study of Geography students will investigate the interrelated nature of physical and cultural processes in a landscape. Through their landform inquiry they will develop an appreciation for the value that different peoples and cultures place on landscapes and the significant impact that hazards can have on both ecosystems and communities. Australian and international examples will be used to analyse how landscapes can be changed and managed. Similarly, changes to Australia's demographic characteristics will be compared to international examples such as China and the United States of America. Internal migration patterns, population distributions and the social, economic and environmental impacts of populations will be considered.

In History, students will learn about the period between the ancient world and the late Renaissance. Life in Medieval Europe, the structure of society, significant achievements of the time and the role of the Church and State will all be investigated and compared to life in Feudal Japan under the Shoguns. The expansion of European power and influence will be explored in the final unit of the year focusing on the conquest of the Americas by the Spanish in the sixteenth century. Through a historical inquiry students will discover when, how and why Europeans interacted with various societies in the America's and the impacts that these contacts had on both the indigenous populations and the imperialist powers.

TOPICS OF STUDY

Geography:

Landforms and landscapes
Changing nations

History:

LANGUAGES –

LEARNING ENHANCEMENT- Elective

Learning Enhancement is a course of study for students requiring intense literacy and numeracy support across all the curriculum areas. Skills in the specific area of academic learning of Writing, Reading, Speaking, Listening, Organisation and Numeracy are developed throughout the course. The program supports courses of work in other high literacy and numeracy demand areas such as English, Mathematics, Science and Humanities and develops the macro and micro skills within these contexts. The course consolidates relevant content, coherence and standard documentation in academic writing of various types. Students are also introduced to different study skill strategies.

The course is selected as an elective for students with a diagnosed disability, identified learning difficulty or requiring ESL support. Students can choose to attend Learning Enhancement for a semester or a full year provided they meet the eligibility standard as outlined in the Learning Enhancement Policy.

COURSE CONTENT
LITERACY SKILLS
WRITING

Students will work toward competency:

- Using various techniques to plan, scaffold, draft, edit, revise and self-edit
- Paragraph writing
- Recognising essay structure and adhere to criteria guidelines
- Developing hypotheses and recognising themes
- Organisation skills, researching skills and comprehension of texts
- Writing various text types as required by individual subject areas: incorporating skills such as cause and effect, comparison and contrast, definition, division and classification, narration, argumentation/persuasion and research
- Using appropriate grammatical structures and punctuation

READING

Students will work toward competency:

- Finding the meaning of vocabulary using context clues and decoding strategies
- Understanding a wider range of content words, technical language and idiomatic expressions
- Identifying themes, plot and understanding of characters x

RELIGIOUS & VALUES EDUCATION (RVE)

COURSE OVERVIEW

Religious and Values Education introduces the students to a Christian way of life, as well as the aims and objectives of the Sisters of the Society of the Sacred Advent.

TOPICS OF STUDY

Introduction to the Old Testament – Women of the Bible
The Story of Ruth
"Big Questions" – Christian Living and The Bible
The Liturgical Year – Lent and Easter
World Religions – sacred places
Cathedrals around the world

LEARNING EXPERIENCES

Exploration of the sacraments of Baptism and Communion
Researching great world Cathedrals
Guided tour of St John's Cathedral
Participation in / and preparation for Chapel services

ASSESSMENT

Tasks and assessment for RVE are carried out during class time and may involve: short responses, broc

THE ARTS - DRAMA, MUSIC, VISUAL ART

COURSE OVERVIEW

The Year 8 Arts subjects are Drama, Music and Visual Art. Students will experience each of the Arts subjects on a 13 week rotational basis during the year. Separately and collectively these subjects engage, inspire and enrich students' lives by developing their creative potential, understanding of the world, productive use of time and the skills required for lifelong learning.

TOPICS OF STUDY

Drama "Shed my Skin"

Drama involves modifying dramatic elements and conventions to express ideas, consider intended audiences and intended purposes, through dramatic action based on real or imagined events.
Core content: Elements of Drama, Analysis of Drama, Acting techniques, Script writing, Play texts, Improvisation and non-realistic Conventions

Visual Art

Visual Art challenges students to use skills, techniques, processes, materials and to plan and create Visual Art works. Students reflect upon, refine and display their work. Practical work is underpinned by research to understand and respond to a range of art practices
Students will explore art concepts and ideas which relate to their own backgrounds and experience under the unit focus: Identikit. Media and techniques explored include: Self-portrait painting and printmaking processes.

Music "Finding m ur g D Ivei"

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