



St Patrick's College
GYMPIE
Let your light shine



St Patrick's College Gympie

Year 8 Student Handbook



Fostering talent. Providing challenge. Pursuing wisdom

ST PATRICK'S COLLEGE GYMPIE

YEAR 8 HANDBOOK

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WELCOME TO YEAR 8 2021

Dear Students,

By Year 8, you have adjusted to the changes associated with secondary school: the different teachers and subjects, the different approaches to learning, and the different ways that learning is assessed.

In all of your subjects, you will be challenged to develop skills in working with people, in making decisions, in assessing information critically, and in presenting your work. These will be important in the future. Make the most of this time: be aware of your learning and take control of it.

Take every opportunity to “Let your light shine” so that this year will be fulfilling and interesting. At this stage of your learning ‘how’ you study is more important than ‘what’ you study. They are important formative years as you establish learning patterns that will stay with you for a very long time.

Mark Newton
Principal

GENERAL INFORMATION

Fostering talent, Providing challenge, Pursuing wisdom

We aim to develop the talents, skills and attributes of our students. However, it is important that they are challenged to further develop these themselves. The overall goal of education is for the students to become wise. This is a life-long process and the College endeavours to assist them in this journey.

The College badge and motto were designed to encompass the aims and ideals of Catholic Education in St Patrick's Parish, Gympie.



Let Your Light Shine



St Patrick's College Mission Statement

St Patrick's College aspires to be based on Gospel values of love, forgiveness, care, respect, sensitivity and justice.

We strive to:

- witness to belief in God and the Christian way of life in our dealings with each other and the wider community,
- foster and celebrate the talents and potential of each member of our school community,
- promote intellectual, spiritual, emotional, social and physical development to the full, and
- foster a deepening personal commitment to God.

THE YEAR 8 CURRICULUM

St Patrick's College provides a curriculum that promotes a breadth of learning in various subjects that is unique compared to other educational institutions in Gympie. In Year 7, all students study:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Health & Physical Education
- Life Skills
- Drama
- Home Economics
- Industrial Technology and Design
- Japanese
- Music
- Visual Art

Students continue these subjects in Year 8. In Years 9 and 10, they choose elective subjects as well as core subjects. In Years 11 and 12, students choose all their subjects, but these must include a Religious Education subject, an English subject and a Mathematics subject.

Subjects follow the Australian Curriculum, Assessment and Reporting Authority (ACARA) National Curricula to deliver cohesive learning programs which help you to achieve deep levels of understanding.

Students are issued with a Chromebook and use this to support their learning, including using the electronic textbooks of some subjects, producing word-processed responses, and watching Clickview clips related to classwork. eLearning skills are embedded within the curriculum rather than taught separately.

Students participate in the Accelerated Reader program in which they choose books appropriate to their reading level, read the book, take an Accelerated Reader quiz and then get immediate feedback about how well they have understood the book.

St Patrick's College deliberately places students in mixed-ability classes as research on achievement and equity shows that ability streaming has minimal effects on learning outcomes and profound negative equity effects.

ACHIEVEMENT

Students are encouraged to spend about 6 to 8 hours per week on school work at home and should also be reading. This time should be spent doing set homework (usually due the next day), assignments (which may be due in 1-2 weeks), and extra work/revision that the students set for themselves (study).

All homework should be noted in the Student Diary. These diaries are checked by the Home Room teachers to ensure that the students are using them. Whenever no homework is explicitly set by the subject teacher, the student should use that time to study the subject.

At the beginning of each semester, assessment planners are provided on the College website. These detail the assignments and examinations for each subject for the semester. They should help students use their time effectively. For example, up to five assignments might be due in a particular week. In this case, the students need to be working steadily on these before that time to avoid 'last-minute' panic.

Assessment

Students are assessed using a range of instruments depending on the particular subjects. These include instruments such as quizzes, assignments, folios of work, practical exercises, and oral presentations. As well as providing information about the student's performance in the subject, assessment is used to help the student attain better results. It provides a learning experience for the student whose performance should improve when similar assessment instruments are used again. It also allows feedback to the student, so that action may be taken to improve the results.

The assignment policy is detailed in the Student Diary. Of particular note are the sections on extensions of time, timeliness, oral assessment and plagiarism.

Reporting and Parent-Student-Teacher meetings

School reports are issued at the end of Terms 1, 2 and 4. The Term 1 report is a report designed to indicate how successfully the student has adapted to the new year level. It is followed up with Parent-Student-Teacher meetings to allow this to be discussed. Similarly, the Semester 1 report is followed by Parent-Student-Teacher interviews in July. If parents have a concern about their child's progress, appointments with the relevant teacher(s) may be made during the year. The reports indicate progress, showing overall achievement in the subject. More information is given by the results in the dimensions of the subject. While not all students can be high achievers, there is cause for concern if a teacher's comments indicate that the attitude towards a subject is negative.

Religious Education

Concepts

- Concept of God wanting relationship with people
- Mystery of Trinity, Grace and virtue
- Hebrew Scripture theme of Covenant
- Scripture recounts God's saving plan for all of creation
- Initiation rituals in Christianity, Judaism and Islam
- Jesus' teachings and how they relate to Catholic Social Teaching and Stewardship today
- How the work of the church continues the mission of Jesus today
- Through baptism believers are called to participate in Jesus' mission
- Scripture as a basis for Prayer and Contemplative prayer
- The church in a time of challenge and change
- Reformers of society and Church
- Heroes and role models of one of the major times of change (renaissance, reformation, etc.) in Church and European history

Skills developed

<ul style="list-style-type: none">• Use of diary• Comparing Point of Views• Analysis of Scripture/text• Interpretation of text• Synthesis of sources• Deriving meaning from art, objects, rituals• Writing and communicating	<ul style="list-style-type: none">• Applying• Using and interpreting timelines• Interpretation of timeline• Interpreting maps• Inquiry Processes/Investigating• Evaluating• Contrasting point of views• Acting/participating
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Assessment

- Written responses to questions based on a set of images
- Written short response to stimulus items in class exam
- Role Play or group media presentation – researched, written and acted
- Written response to Inquiry

eLearning Skills:

- PowerPoint skills
- online classroom
- online inquiry
- Word-processing

English

Concepts

Narrative language - How do we share stories?

- Characters, plot, setting

Visual language

- Critical analysis of film techniques

Persuasion and advertising

- How advertising and persuasive language is constructed
- How language and images can be manipulated to invite interest from a target audience

Skills developed

- Use of cohesive devices – especially devices that signal chronology, paragraphs, using quotes
- Analysing models of autobiographical writing
- Drafting / revising
- Explaining language choices based on genre
- Description / creatively choosing adjectives and verbs / writing dialogue / understanding mood
- Reading film
- Planning and drafting an essay
- Proofreading
- Vocabulary
- Critical analysis of visual texts
- Developing an understanding of audience positioning – positive, neutral and negative

Assessment

- Short memoir extract – recounting an experience, and explaining why it was memorable / transformative
- Narrative – based on novel (Rewriting a scene from the perspective of a different character, alternative ending or beginning)
- Analytical Essay on a film
- Multimedia presentation of a 'book trailer'
- Multimodal advertising pitch
- Presenting an advertisement, explaining persuasive techniques: why they were used, what audience is being targeted

eLearning Skills:

- Word-processing
- Online communication (email, document sharing)

Mathematics

Concepts

Number and place value

Real numbers

Fractions, decimals and percentages

Money and financial Mathematics

Patterns and algebra

Units of measurement

Linear and non-linear relationships

Geometric reasoning

Chance

Data representation and interpretation

Skills developed

- Spatial awareness
- Manipulative skills
- Use of abstract concepts
- Estimation
- Problem-solving
- Calculator use

Assessment

- Diagnostic quizzes
- Folio collections of student work

eLearning Skills:

- Spread sheeting skills
- Graphing using Desmos graph

Science

Concepts

Working in a laboratory - Science Investigation skills

- Safety, equipment
- Scientific method

Matter

- Particle theory of matter, elements, compounds, mixtures and the periodic table
- Particles, states of matter, physical and chemical change

Rocks

- The rock cycle
- Different types of rock /Formation

Structure of organisms

- Plant and animal cells
- Respiratory system, digestive system, circulatory system
- Sexual and asexual reproduction

Energy

- Forms of energy
- Energy transfer and transformation

Skills developed

- Identification and safe use of laboratory equipment
- Design investigations
- Present and evaluate data
- Model changes in state, identify physical and chemical change
- Model particles of matter, use symbols and formula to represent elements and compounds
- Investigate/ research
- Use a microscope
- Organ dissections
- Pose questions and design investigations
- Interpret flow diagrams
- Collect data and analyse patterns

Assessment

- | | |
|------------------------------|-----------------|
| • Prac folios | Pamphlets |
| • Powerpoints | Microscope work |
| • Experimental investigation | Quizzes |
| • Exam | |

eLearning Skills:

- | | |
|------------|-----------------|
| • Probes | Data collection |
| • Sparkvue | |

Health and Physical Education

Concepts

Practical

Team sports - develop knowledge and understanding of physical skills, team sportsmanship and coaching principles

- Volleyball
- Tee ball
- Netball
- Touch
- Soccer
- Racquet sports
- Minor games

Athletics - develop or improve knowledge and execution of physical skills, rules of the event, sportsmanship and coaching principles

- Long, triple jump
- Shot put, discus, javelin
- Sprints, circular relay

Ballroom dancing - develop knowledge of a range of dances and social etiquette

Theory

- Systems of the body – general, skeletal, muscular
- Sport in Australian society
- Healthy lifestyle choices – fitness physically, socially, psychologically, spiritually

Skills developed

- Ball handling skills
- Offensive and defensive strategies
- Refereeing
- Game play
- Glove work
- Racquet/ball coordination

Assessment

- In class tasks
- Assignments
- Examinations

Humanities

Concepts

From the Ancient to the Modern World: an overview

- Vikings
- Feudal systems
- Medieval Europe
- Crusades
- King Richard the Third

Shogunate Japan

- Feudalism
- Religion and Philosophy
- Life of a Samurai
- Comparisons between Shogunate Japan and Medieval Europe

Landscapes and Landforms (Geography Unit)

- Indigenous Australian land management
- Characteristics of landscapes and Landforms (worldwide and Australia)
- Volcanoes – Mount Vesuvius and Australia
- Tectonic Plates and boundaries

Changing Nations (Geography Unit)

- Causes and consequences of urbanization
- Reasons for internal migration

Skills developed

- Use of primary and secondary sources
- Sequence historical events
- Completing timelines
- Identify and locate relevant sources
- Explaining data
- Making inferences based on visual distributions of data depicting trends and patterns
- Representing data – climate graphs, population pyramids etc
- Inquiry questioning

Assessment

- Stimulus-response tasks
- Research assignments
- Knowledge and extended response exams

eLearning Skills

- Research skills
- Word-processing and Microsoft documents (powerpoint etc)
- Clickview
- Microsoft Classroom

Life Skills

Concepts

Transition

- Orientation and Induction
- Goal Setting
- Assessment Strategies

Health & Well Being

- Growth Mindset
- Building Resiliency
- Positive Futures

Positive Relationships

- Team Building
- Protective Behaviours
- Pro Social Behaviour

Skills developed

- Expectations
- Use of diary
- Scheduling, time management
- Use of library and related resources
- Use of task and criteria sheets
- Different genres and ways to write
- Self-management skills

e-Learning

- Cyber safety
- File management
- Digital citizenship

Drama

Concepts

Improvisation - knowledge and understanding of basic dramatic elements

- Blocking
- Offers
- Character
- Voice

Performance

- Stage direction
- Characterisation
- Focus
- Mime and movement
- Space
- Props
- Symbols
- Tension

Responding – analyzing how dramatic meaning is created through the above elements

Skills developed

- Accepting offers
- Improvising
- Action
- Speaking clearly
- Facing front
- Memorising script and action
- Blocking
- Rehearsing
- Written analysis of dramatic action
- Paragraphing
- Essay structure
- Simple bibliography
- In text referencing

Assessment

- Improvisation task
- Performance task
- Responding task

Home Economics

Concepts

Nature of materials and techniques to manipulate materials

Consumer decisions

Safety

Personal and interpersonal skills

Futures in home economics context

Skills developed

- Use of the sewing machine
- Sewing a straight line
- Hemming
- Following written instructions ie: a pattern

Assessment

- In class tasks
- Quiz
- Practical observations
- Textile items

Industrial Technology and Design

Concepts

Develop basic computer skills

Appreciation of design

Knowledge and basic understanding of CAD programs

Formal design process

Basic manufacturing skills - Construction of game

Using CAD to design a product - Planning and refinement of ideas for camera

Use of basic hand skills

Develop creativity - Construction of camera and storage box

Skills developed

- Basic computer drafting
- Measuring and marking out
- Use of hand tools
- Use of finishing products
- Researching ideas
- Developing ideas
- Sketching
- Use of wood burner

Assessment

- Class work drawings
- Guided student assessment of product
- Assignment

eLearning

- CAD

Japanese

Concepts

Reading and writing Japanese script

- Hiragana and selected kanji

Telling people about myself and finding out about others

- Things I like – food, hobbies, school subjects, colours, animals
- Countries of the world - discussing nationality, language spoken in my family, where family live
- Family – who is in my family, describing people, discussing the things others like, introducing others
- Pets – Pets I have, animals I have, introducing my pet, discussing what my pet likes, describing my pet
- Putting it all together – all about me

Skills

Communicating in simple written and spoken Japanese.

Understanding simple written and spoken Japanese

Assessment

- Quizzes
- Posters
- Board game
- Oral
- Manga

eLearning Skills

- Japanese language in digital documents – using IME keyboard to write in Hiragana and Kanji

Music

Concepts

Music theory

- Aural analysis
- Notation
- Rhythm

Creating music

- Writing a melody based on chords
- Using a range of rhythms
- Looking at form and structure

Instrumental

- Building on basic drumming, keyboard and guitar skills

Skills developed

- Deconstructing music by grouping musical elements
- Learning about basic major and minor keys
- Writing scales (C, G, F)
- Learning how chords are formed based on a scale
- Reviewing and adding to previously learnt chords
- Creating different moods according to instruments and pitch.
- Identify and perform different rhythms
- Working with sounds on keyboard
- Manipulating musical elements to create atmosphere
- Learning Guitar chords and strumming patterns
- Keyboard techniques
- Performance techniques (solo and group)

Assessment

- Exam
- Composition
- Performance

eLearning Skills

- Google Apps
- Google Docs (for completion and submission of written tasks)

Visual Art

Concepts

- Creating
- Responding
- Displaying

Skills Developed

- 2- Dimensional Media
- 3-Dimensional Media
- Elements and principals of art and design
- Planning, documenting and evaluation of own artworks
- Writing about Artworks and History
 - Visual Arts language and terminology
 - Referencing conventions for text and images
- Presenting and displaying artworks

Assessment

- Clay sculpture
- Painting
- Artwork Analysis and Evaluation
- Scanning Images