



St Norbert  
College



# Curriculum Handbook 2018

A guide to courses and programs for students  
in Year 8

# Table of Contents

Table of Contents .....	2
From the Principal .....	4
Student Life at St Norbert College .....	5
Student Ministry .....	5
Christian Service Learning .....	5
Planning Your Course.....	6
Course Selection.....	6
Changing Elective Courses .....	6
Curriculum Overview .....	7
<b>Religious Education</b> .....	8
8 Religious Education (8REL) .....	8
<b>English</b> .....	9
8 English - Extension (8ENX).....	9
8 English - Mainstream (8ENM) .....	10
8 English - Enrichment (8ENE).....	10
8 English as an Additional Language/Dialect (8ELD) .....	10
8 English - Literacy Support (8LS).....	11
8 English - Living Language (8LL).....	11
<b>Health and Physical Education</b> .....	12
8 Health Education (8HEA) .....	12
8 Physical Education (8PED) .....	13
8 Specialised Basketball (8SPB) .....	13
8 Sport and Recreation (8SRS).....	14
<b>Humanities and Social Sciences (HASS)</b> .....	15
8 Humanities and Social Sciences - Extension (8HUX) .....	16
8 Humanities and Social Sciences - Mainstream (8HUM) .....	16
8 Humanities and Social Sciences - Enrichment (8HUE).....	17
<b>Languages Other Than English</b> .....	18
8 Italian (8ITA) .....	18
8 Japanese (8JAP).....	19
<b>Mathematics</b> .....	20
8 Mathematics - Extension (8MAX) .....	21
8 Mathematics – Advanced Mainstream (8MAM) .....	<b>Error! Bookmark not defined.</b>
8 Mathematics – General Mainstream (8MGM).....	22
8 Mathematics - Enrichment (8MAE).....	22
8 Numeracy Support (8NUM).....	23

Science.....	23
8 Science - Extension (8SCX).....	24
8 Science - Mainstream (8SCM) .....	25
8 Science - Enrichment (8SCE).....	25
Technologies.....	26
8 Design (8DES).....	27
8 Food Science and Technology (8FST).....	27
8 Materials - Metal (8MET).....	28
8 Materials - Textiles (8TEX).....	28
8 Materials - Wood (8WWK).....	29
8 ICT - App Development (8APP) .....	29
8 Robotics and Game Programming (8ROB) .....	30
8 Visual Art (8ART) .....	30
Performing Arts.....	31
8 Dance (8DAN).....	31
8 Drama (8DRA) .....	32
8 Music (8MUS) .....	33

# From the Principal



*Year 8 is a significant year for our students as they integrate into a typical Secondary Academic program. The College endeavours to develop our students' gifts and talents by providing a wide range of opportunities with particular attention given to the teaching of literacy and numeracy.*

*The College is keen to provide our students with the necessary knowledge, skills and attitudes necessary to become successful lifelong learners. The curriculum we offer continually promotes students maximising their potential.*

*Our curriculum also promotes our College values of: Respect, Heritage, Commitment, Adaptability, Friendship and Community. Our hope is that when students graduate from this College, they do so as our College motto states, being "Prepared for all Good Works".*

*Best wishes for Year 8.*

*Mr Simon Harvey  
Principal*

# Student Life at St Norbert College

## Student Ministry

Student Ministry creates opportunities for all St Norbert College students to become leaders in the College community. Through participating in a retreat and Christian service experiences, students discover the power of God in their lives and are encouraged to develop and shine their love out to others.

The Year 8 students also participate in a Reflection Day run by the Youth Mission Team and participate in a number of engaging activities to deepen their relationship with God.

## Christian Service Learning

*“Christian Service Learning in Catholic schools is a critical educational activity that provides opportunities for students to reflect on and integrate the principles of Catholic Social Teachings into practical experiences of service to others in society.”*

Service to others is an excellent vehicle for bringing love and goodness alive in a person’s life. Students in Year 8 have a great opportunity to give service to others through the “Serving at Home” project.

In this project all Year 8 students are required to give seven hours service to their families over a seven week period in Term 3. There are many ways in which students can assist at home. The service may range from cooking a meal for the family through to helping to clean out the shed.

Through serving others in this way students learn of the value of belonging to and contributing to a community. In this case perhaps the most important community they will ever belong to – their families.

# Planning Your Course

## Course Selection

In Year 8 students at St Norbert College are given a broad experience across all nine learning areas – Religious Education, English, Health and Physical Education, Humanities, Languages Other Than English (Italian or Japanese), Mathematics, Science, Technologies and The Arts (visual and performing). To better cater for the needs of individual students, classes in English, Humanities, Mathematics and Science, are divided into Extension, Mainstream and Enrichment classes. Students are placed in these classes based on results from Year 7. Movement is possible between these classes and when it occurs, usually happens at the end of each Semester on teacher recommendation.

A wide range of Electives is offered to students. Every effort is made to place students where they wish to go. Some Electives, due to their nature are year-long. Once in an Elective, it is expected that students will remain in them.

According to the Australian Curriculum, students in Year 8 must select a semester or year-long course from each of the following learning areas:

1. Languages or Language Support.
2. Digital Technologies
3. Design & Technologies
4. Visual Arts
5. Performing Arts

Within each learning area, students have a number of elective courses that they choose in order to select a mix of subjects that best suits their interests and abilities.

Students in Year 8 may choose between *Japanese* or *Italian* to study for the year. It is recommended that students choose a language if they wish to study a language in future years. Alternatively, *Living Language* or *Literacy Support* are compulsory electives for those students whose results in Year 7 English, Italian and Japanese indicate that they need more support to develop their literacy skills to an appropriate level. Students who are placed in either of these electives do not do either Italian or Japanese.

*English as an Additional Language/Dialect* is a compulsory elective for students who experience difficulties with literacy and whose first language is not English. Similarly, Numeracy Support is a compulsory elective for who experience difficulties in some aspects of their numeracy. Students who would benefit from these programs will be identified by their teachers in consultation with the Head of Learning Area.

## Changing Elective Courses

All elective choices are compiled and a timetable grid is created which represents the best possible fit of those choices. Due to timetable constraints it may be necessary at this point to call on a student's 'Reserve' elective selection.

Only students who have been allocated 'Reserve' Electives may apply to change electives. No change can be guaranteed. This is to give the student enough time to successfully complete the assessment tasks and the teacher sufficient time to be able to report on a student's progress fairly and accurately.

**It should be noted that Electives only run if there are sufficient numbers to justify a class. The DEADLINE for changing Electives is the end of Week 2 of each Semester.**

# Curriculum Overview

Compulsory	Student Choice <i>Students select Electives from this list</i>
<p><b>Religious Education</b> 8 Religious Education (8REL)</p> <p><b>English</b> 8 English Extension (8ENX) 8 English Mainstream (8ENM) 8 English Enrichment (8ENE)</p> <p><b>Health and Physical Education</b> 8 Health Education (8HEA) 8 Physical Education (8PED)</p> <p><b>Humanities and Social Sciences</b> 8 Humanities Extension (8HUX) 8 Humanities Mainstream (8HUM) 8 Humanities Enrichment (8HUE)</p> <p><b>Mathematics</b> 8 Mathematics Extension (8MAX) 8 Mathematics Mainstream (8MAM) 8 Mathematics Enrichment (8MAE)</p> <p><b>Science</b> 8 Science Extension (8SCX) 8 Science Mainstream (8SCM) 8 Science Enrichment (8SCE)</p>	<p><b>English</b> *8 English as an Additional Language/Dialect (8ELD) *8 Literacy Support (8LS) 8 Living Language (8LL)</p> <p><b>Languages other than English</b> 8 Italian (8ITA) 8 Japanese (8JAP)</p> <p><b>Mathematics</b> *8 Numeracy Support (8NUM)</p> <p><b>Physical Education</b> #8 Specialised Basketball (8SPB) 8 Sport and Recreation (8SRS)</p> <p><b>Design &amp; Technologies</b> 8 Food Science and Technology (8FST) 8 Materials - Metal (8MET) 8 Materials - Textiles (8TEX) 8 Materials - Wood (8WWK)</p> <p><b>Digital Technologies</b> 8 ICT - App Development (8APP) 8 Robotics and Game Programming (8ROB)</p> <p><b>Visual Arts</b> 8 Design (8DES) 8 Visual Art (8ART)</p> <p><b>Performing Arts</b> 8 Dance (8DA) 8 Drama (8DRA) #8 Music (8MUS)</p>

In Year 8, students study four Electives per semester for eight periods per week. Students must select one unit from the following categories:

- |                         |                   |
|-------------------------|-------------------|
| - Design & Technologies | - Visual Arts     |
| - Digital Technologies  | - Performing Arts |

Additionally, Year 8 elective choices must include a Literacy Elective that is year-long. Students choose either a Language (Italian or Japanese) or Living Language (developing writing skills) or Literacy Support (Remediation).

#8 Music and #8 Specialised Basketball run for the year and count as two of the four Semester Electives.

\*8 English as an Additional Language/Dialect and \*8 Numeracy Support are compulsory Electives for students with specific needs. They run for the year and count as two of the four Semester Electives.

# Religious Education

Head of Learning Area: Miss Michelle Ronchi

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## Religious Education Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Religious Education	Religious Education Extension	Religion and Life ATAR Units 1 & 2 Or Religion and Life General Units 1 & 2	Religion and Life ATAR Units 3 & 4 Or Religion and Life General Units 3 & 4
	Religious Education Mainstream	Religion and Life ATAR Units 1 & 2 Or Religion and Life General Units 1 & 2	Religion and Life ATAR Units 3 & 4 Or Religion and Life General Units 3 & 4
	Religious Education Enrichment	Religion and Life General Units 1 & 2	Religion and Life General Units 3 & 4

**\*Entry will depend on achieving minimum pre-requisite levels of achievement**

## 8 Religious Education (8REL)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

The Religious Education learning area focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world. The content and processes of the learning area are intended to ensure that students, through a process of cultural, systematic and critical reflection, learn the teachings of the Gospels and understand what it means to be a Christian and how Christians live their lives.

In **Year 8** students learn what people understand about God from creation and describe the relationship between people and the universe. They identify characteristics of community embodied in the Church. They learn that Catholics celebrate their relationship with God in the Mass and the Seven Sacraments.

### Future Pathways

Year 9 Religious Education

# English

Head of Learning Area: Mrs Penny Mulley

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## English Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
English Extension  Or  English Mainstream	English Extension  Or  English Mainstream	Literature ATAR Units 1 & 2 Or English ATAR Units 1 & 2 Or English General Units 1 & 2	Literature ATAR Units 3 & 4 Or English ATAR Units 3 & 4 Or English General Units 3 & 4
English Enrichment	English Enrichment	English General Units 1 & 2 Or English Foundation Units 1 & 2	English General Units 3 & 4 Or English Foundation Units 3 & 4
English as an Additional Language/Dialect	English as an Additional Language/Dialect	English as an Additional Language/Dialect ATAR Units 1 & 2	English as an Additional Language/Dialect ATAR Units 3 & 4

**\*Entry will depend on achieving minimum pre-requisite levels of achievement.**

## 8 English - Extension (8ENX)

### Minimum Entry Requirements

Selection will be based on results obtained through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Extension class at the end of each Semester.

### Description

Students in English Extension will be challenged to expand their knowledge of Reading, Writing, Viewing, Listening and Speaking through building their repertoire of comprehending and analysis skills. They will study a range of complex texts and develop an understanding of their individual learning style. Students will learn to question the world around them and how texts are a reflection of society's values and attitudes.

### Future Pathways

Year 9 English - Extension or, depending on results, Year 9 English Mainstream

## **8 English - Mainstream (8ENM)**

### **Minimum Entry Requirements**

Selection will be based on results obtained through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Mainstream classes at the end of each Semester.

### **Description**

Students in English Mainstream will develop their knowledge of Reading, Writing, Viewing, Listening and Speaking through building comprehending and analysis skills. They will study a range of familiar and challenging texts and develop an understanding of how each student has their own learning style. Students will develop an understanding of the world around them and how texts are a reflection of society.

### **Future Pathways**

Year 9 English - Mainstream or depending on results, Year 9 English Extension or Year 9 English Enrichment

## **8 English - Enrichment (8ENE)**

### **Minimum Entry Requirements**

Selection will be based on results obtained through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Enrichment class at the end of each Semester.

### **Description**

English Enrichment will cater for students who experience difficulties with some aspects of their literacy. Students will be taught strategies and assisted to develop their understanding of reading, writing and comprehending. The aim of this assistance is to enhance student's literacy skills in order to enhance their performance across all Learning Areas.

### **Future Pathways**

Year 9 English - Enrichment or, depending on results, Year 9 English - Mainstream

## **8 English as an Additional Language/Dialect (8ELD)**

### **Minimum Entry Requirements**

Selection will be based on a student meeting the EALD criteria. The Head of Learning Area and subject teacher will review a student's position in the English as an Additional Language/Dialect class at the end of each Semester.

### **Description**

Students for whom English is an additional language/dialect benefit from intensive instruction in Standard Australian English so that they are literate in SAE when they leave school. They will concentrate on the acquisition of various language forms, skills, strategies, language structures, vocabulary and systems of understanding language and learning. Study of Australian lifestyle and culture helps build an understanding of the society they live in.

### **Future Pathways**

Year 9 English as an Additional Language/Dialect

## **8 English - Literacy Support (8LS)**

### **Minimum Entry Requirements**

Selection for this course will be based on a student's progress in Year 7 Italian, Japanese and English. The Literacy Support Teacher, the Head of Year 7 or Head of Learning Area may also make recommendation for the course.

### **Description**

Students in Literacy Support will focus on developing their functional literacy skills in reading, comprehension, writing, spelling and use of grammar. They will develop strategies to enhance their critical literacy and work toward becoming more proficient with the use and comprehension of language.

## **8 English - Living Language (8LL)**

### **Minimum Entry Requirements**

Selection for this course will be based on a student's progress in Year 7 Italian, Japanese and English. The Literacy Support Teacher, the Year 7 Coordinator or Head of Learning Area may also make recommendation for the course.

### **Description**

Students in Living Language will explore how language evolves as society changes. They will explore how the language we use today has evolved from the past and how we use language to communicate effectively today. They will work on developing their language skills to communicate effectively in a range of text types for a range of audiences and purposes.

# Health and Physical Education

Head of Learning Area: Mrs Melanie Robinson

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## *Physical and Health Education Pathways*

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Health Education	Health Education	Health Studies ATAR Units 1 & 2 Or Health Studies General Units 1 & 2	Health Studies ATAR Units 3 & 4 Or Health Studies General Units 3 & 4
Physical Education	Physical Education	Physical Education Studies ATAR Units 1 & 2 Or Sport & Recreation Certificate II	Physical Education Studies ATAR Units 3 & 4 Or Sport & Recreation Certificate III
Specialised Basketball	Specialised Basketball		
Sport and Recreation Skills	Sport and Recreation Skills Sport Science		

**\*Entry will depend on achieving minimum pre-requisite levels of achievement**

## 8 Health Education (8HEA)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

The Year 8 Health curriculum content provides opportunities for students to further examine changes to their identity and ways to manage them that assist students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. They continue to develop and refine decision-making skills and apply them to a range of situations.

Students explore concepts that affect them and their peers as teenagers and young adults, in line with the Western Australian Curriculum.

Topics covered throughout the year include: Relationships and Sexuality, Drugs, Looking After Yourself and Celebrating Diversity.

### Future Pathways

Year 9 Health Education

## **8 Physical Education (8PED)**

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes

Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

Semester One is designed as an introduction of the principles of human movement in aquatics; these are essential elements that will be developed throughout Years 8 to 10. Team sports will also encourage team participation through the sports of netball and soccer.

Semester Two will provide students with the opportunity to develop their skills of throwing, catching, striking, and body management through the areas of cricket, athletics, netball and volleyball.

Exhibiting Attitudes and Values that promote a healthy lifestyle are particular Western Australian Curriculum components that will be encouraged alongside the challenge of personal excellence.

### **Future Pathways**

Year 9 Physical Education

## **8 Specialised Basketball (8SPB)**

### **Minimum Entry Requirements**

By selection only

### **Description**

Students will be selected to participate in this course based on an application process that occurs in the previous year. Written applications, fitness and skill testing, references from club basketball coaches and analysis of school reports will form the basis for selection.

Expert coaches from the College will develop a wide range of fundamental basketball skills and strategies, enhance fitness levels, and theoretical components will focus on score bench operation.

Students will play for St Norbert College teams in a range of competitions which can include Saturdays. Students selected for the Specialised Basketball Program will choose Specialised Basketball as an elective in both Semester 1 and 2.

### **Future Pathways**

Year 9 Specialised Basketball

## **8 Sport and Recreation (8SRS)**

### **Minimum Entry Requirements**

A willingness and capacity to participate in physical activity

### **Description**

An elective designed to give students additional opportunities to be physically active and further the development of their Health and Physical Education Learning Area outcomes. Sport and Recreation Skills uses various sporting and outdoor recreation contexts to build fitness, skills and strategies and self-management skills. There is a focus on the SEPEP model where students implement skills and strategies to improve performance such as leadership, motivation and team work.

### **Future pathways**

Year 9 Sport and Recreation

# Humanities and Social Sciences (HASS)

Head of Learning Area: Dr Alberto Runco

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## *Humanities and Social Sciences Pathways*

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Extension  Or  Mainstream	Humanities and Social Sciences Extension	Economics ATAR Units 1 & 2	Economics ATAR Units 3 & 4
	Or	Geography ATAR Units 1 & 2	Geography ATAR Units 3 & 4
	Humanities and Social Sciences Mainstream High Achievement	History ATAR Units 1 & 2	History ATAR Units 3 & 4
	Accounting ELECTIVE	Accounting and Finance ATAR Units 1 & 2	Accounting and Finance ATAR Units 3 & 4
Mainstream  Or  Enrichment	Humanities and Social Sciences Mainstream Or Humanities and Social Sciences Enrichment	Career and Enterprise General Units 1 & 2	Career and Enterprise General Units 1 & 2
	Careers ELECTIVE		
	Humanities and Social Sciences Mainstream Or Humanities and Social Sciences Enrichment	Certificate II in Business	Certificate III in Business
	Management and Enterprise ELECTIVE		

**\* Entry will depend on achieving the subject prerequisite levels.**

## **8 Humanities and Social Sciences - Extension (8HUX)**

### **Minimum Entry Requirements**

Selection will be based on academic results supplied to the College on enrolment and through external and College testing in Year 7. The Head of Learning Area – Humanities and Social Sciences and subject teacher will review a student's position in the Extension class each term.

### **Description**

The Extension program seeks to further develop the skills and abilities of our talented students by fostering an environment, which provides challenge and where students can work with peers who share similar interests, aspirations and abilities.

Extension students will cover the same core program as mainstream students; however the learning, teaching and assessment strategies used will reflect the level of ability of students in these classes.

Students will be given the opportunity to develop more advanced analytical, reasoning and literacy skill through participation in various competitions and external programs.

### **Future Pathways**

Year 9 HASS - Extension or depending on results Year 9 HASS - Mainstream

## **8 Humanities and Social Sciences - Mainstream (8HUM)**

### **Minimum Entry Requirements**

Selection will be based on academic results supplied to the College on enrolment and through external and College testing. The Head of Learning Area – Humanities and Social Sciences and subject teacher will review a student's position in the Mainstream classes.

### **Description**

In Year 8, Humanities and Social Sciences consist of Economics and Business, Geography, History, Civics and Citizenship.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

### **Future Pathways**

9 HASS - Mainstream or depending on results Year 9 HASS - Extension or Enrichment

## **8 Humanities and Social Sciences - Enrichment (8HUE)**

### **Minimum Entry Requirements**

Selection will be based on academic results supplied to the College on enrolment and through external and College testing. The Head of Learning Area – Humanities and Social Sciences and Social Sciences, Learning Support Co-ordinator and subject teacher, will review a student's position in the Enrichment class.

### **Description**

The Humanities and Social Sciences Enrichment class is made available to those students needing extra help with literacy and organisation. There is a special focus on reading, writing and comprehension within a modified Humanities and Social Sciences course using similar contexts to those of Mainstream classes. Assessment and learning activities are adjusted to the needs of the students.

### **Future Pathways**

9 HASS - Enrichment or depending on results 9 HASS – Mainstream

# Languages Other Than English

Head of Learning Area: Mrs Penny Mulley

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## Languages Other Than English Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Italian	Italian	Italian ATAR Units 1 & 2	Italian ATAR Units 3 & 4
Japanese	Japanese	Japanese ATAR Units 1 & 2	Japanese ATAR Units 3 & 4

**\*Entry will depend on achieving minimum pre-requisite levels of achievement.**

## 8 Italian (8ITA)

Ms Diana Tersigni

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### Minimum Entry Requirements

Some experience of Italian at school

### Description

This course is designed to introduce new learners of Italian to the Italian language and culture and to consolidate and build on the knowledge of learners with some background in Italian. There is an emphasis on increasing confidence in oral communication.

Students access a range of authentic texts and engage in tasks that encompass a variety of modes (listening, speaking, reading and writing). They discover geographical and cultural aspects of Italy including awareness of contemporary ways of life. This is achieved through topics targeted at the interests of learners at this level of learning.

Students complete a series of written, aural and oral tasks and assessments designed to help them improve their language skills. They are required to demonstrate all of the LOTE outcomes. This course is a prerequisite to the Year 9 Italian course and is recommended for students who have taken some Italian classes in primary school or Year 7.

### Topics:

- Physical & Character description of person
- Nationalities and language
- Methods of Transport
- Food
- Sport
- Numbers 20 -100
- Colours & Clothing
- Family
- **Home**

### Future Pathway

Year 9 Italian

## 8 Japanese (8JAP)

**Mr Tony Godden**

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### Minimum Entry Requirements

Some previous experience of studying Japanese

### Description

Year 8 Japanese is aimed at increasing communicative competence in all the skills of speaking, listening, reading, writing, and cultural knowledge associated with the topics addressed. The course will require students to be organised and develop regular study habits. Students will become competent in reading and writing Hiragana and some Kanji.

The topics covered include various aspects of Japanese culture that will be encountered when travelling or living in Japan. Students will decipher a range of authentic texts in various mediums such as film, email, and television.

The course is suited to motivated students who are considering travelling to Japan and the study of Japanese in the future.

### Topics

- All about me - Likes and Dislikes
- Foods and drinks
- Sport and Hobbies
- Daily routines
- Japanese Seasons & Festivals
- School and clubs
- Family
- Telling the Time

### Future Pathways

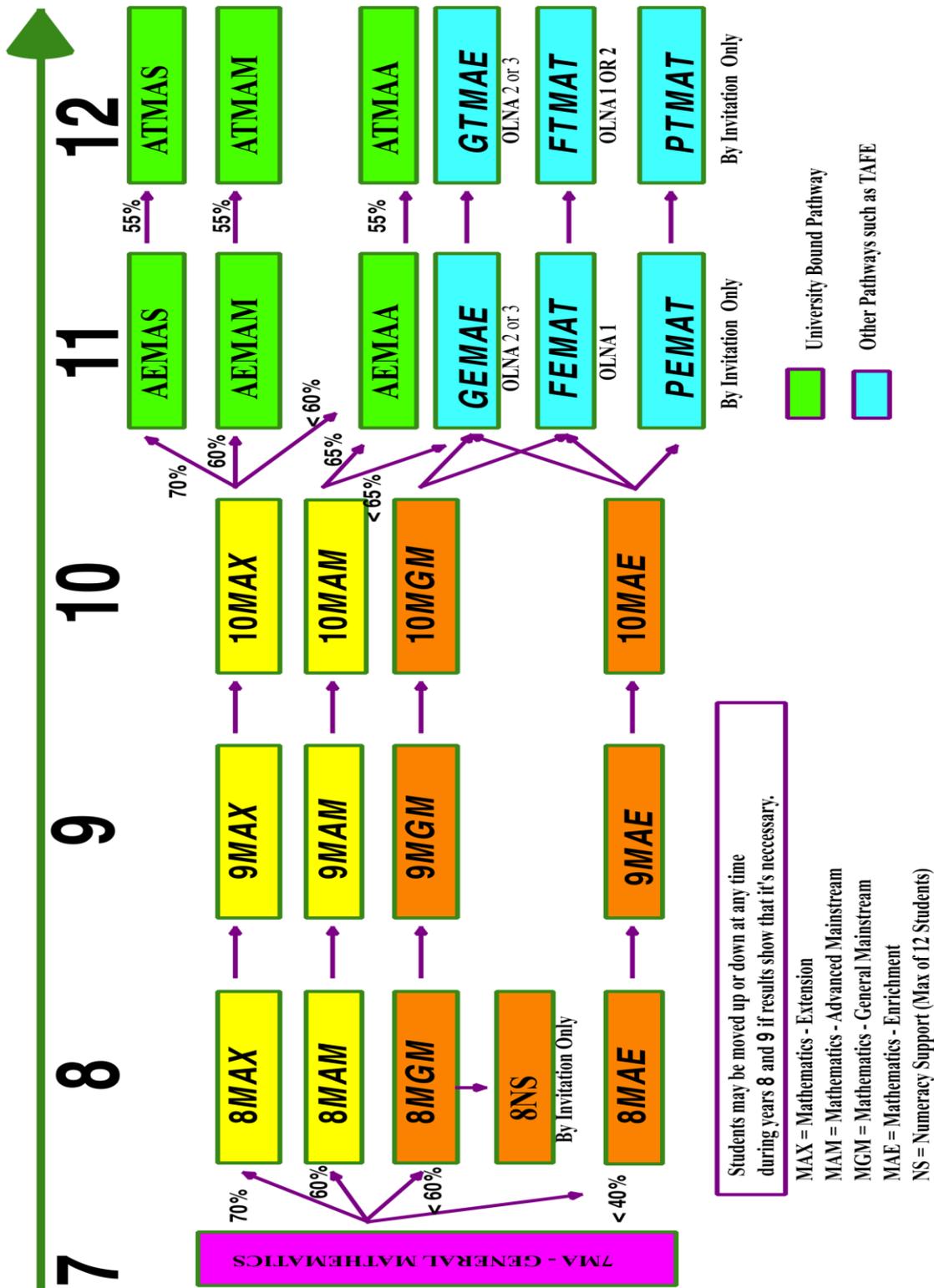
Year 9 Japanese

# Mathematics

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## Mathematics Pathways



STUDENTS MUST ACHIEVE **BAND 8 IN YEAR 9 NAPLAN** OR **CATEGORY 3 IN THE OLN** TO GRADUATE IN YEAR 12

## **8 Mathematics - Extension (8MAX)**

### **Minimum Entry Requirements**

Selection will be based on results obtained in Year 7 and through external and College testing. A student's position in the Extension class is reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

### **Description**

Students are required to demonstrate a higher level of achievement in five of the Mathematics outcome groups by completing Tests and Investigations. The outcomes will cover the following:

- Number skills involving decimals, fractions, percentages and negative numbers will be developed.
- Measurement work will include scale diagrams, perimeter, area and volume.
- Space includes working with angles, parallel lines, polygons, the Cartesian Plane and will include three dimensional concepts.
- Algebra will be introduced and the key concepts of variables and solving equations using backtracking will be taught.
- Chance & Data includes the basic ideas of probability and collecting, organising and analysing data.

### **Future Pathways**

9 Mathematics - Extension or depending on results 9 Mathematics – Advanced Mainstream.

## **8 Mathematics – Advanced Mainstream (8MAM)**

### **Minimum Entry Requirements**

Selection will be based on results obtained in Year 7 and through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Mainstream classes at the end of each Semester.

### **Description**

Students are required to demonstrate a strong level of achievement in five of the Mathematics outcome groups by completing Tests and Problem Solving Tasks. The outcomes will cover the following:

- Number skills involving decimals, fractions, percentages and negative numbers will be developed.
- Measurement work will include scale diagrams, perimeter, area and volume.
- Space includes working with angles, parallel lines, polygons, the Cartesian Plane and will include three dimensional concepts.
- Algebra will be introduced and the key concepts of variables and solving equations using backtracking will be taught.
- Chance & Data includes the basic ideas of probability and collecting, organising and analysing data.

### **Future Pathways**

9 Mathematics – Advanced Mainstream or depending on results 9 Mathematics - Extension or General Mainstream.

## **8 Mathematics – General Mainstream (8MGM)**

### **Minimum Entry Requirements**

Selection will be based on results obtained in Year 7 and through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Mainstream classes at the end of each Semester.

### **Description**

Students are required to demonstrate a standard level of achievement in five of the Mathematics outcome groups by completing Tests and Problem Solving Tasks. The outcomes will cover the following:

- Number skills involving decimals, fractions, percentages and negative numbers will be developed.
- Measurement work will include scale diagrams, perimeter, area and volume.
- Space includes working with angles, parallel lines, polygons, the Cartesian Plane and will include three dimensional concepts.
- Algebra will be introduced and the key concepts of variables and solving equations using backtracking will be taught.
- Chance & Data includes the basic ideas of probability and collecting, organising and analysing data.

### **Future Pathways**

9 Mathematics - General Mainstream or depending on results 9 Mathematics – Advanced Mainstream or Enrichment.

## **8 Mathematics - Enrichment (8MAE)**

### **Minimum Entry Requirements**

Selection will be based on results obtained from Year 7 and through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Enrichment classes at the end of each Semester.

### **Description**

Students experiencing difficulties with their Mathematics will be placed into the smaller Enrichment class, which will still address five of the Mathematics outcome groups but in a simplified manner.

### **Future Pathways**

9 Mathematics - Enrichment or depending on results 9 Mathematics – General Mainstream

## **8 Numeracy Support (8NUM)**

### **Minimum Entry Requirements**

Students in this elective will be those whose progress in their regular Year8 Mathematics class or in other subjects has been restricted by gaps in their numeracy skills. Selection will be based on teacher recommendation from any subject area and through external and College testing. The Head of Learning Area and Numeracy Support teacher will review a student's position in the Numeracy Support class at the end of the semester.

### **Description**

The program will be tailored to match the needs of each small group. General numeracy skills will also be taught, where possible, during the semester.

# Science

Head of Learning Area: Miss Stacey Fairhead

Phone: 9350 5433 / Email: [sfairhead@norbert.wa.edu.au](mailto:sfairhead@norbert.wa.edu.au)

## Science Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Extension  Or  Mainstream	Extension  Or  Mainstream High Achievement	Chemistry ATAR Units 1 & 2	Chemistry ATAR Units 3 & 4
		Human Biology ATAR Units 1 & 2	Human Biology ATAR Units 3 & 4
		Physics ATAR Units 1 & 2	Physics ATAR Units 3 & 4
		Psychology ATAR Units 1 & 2	Psychology ATAR Units 3 & 4
Enrichment	Mainstream Or Enrichment	Integrated Science General Units 1 & 2	Integrated Science General Units 3 & 4

**\*Entry will depend on achieving minimum pre-requisite levels of achievement.**

## 8 Science - Extension (8SCX)

### Minimum Entry Requirements

Selection will be based on results obtained through Year 7 Science results and College testing. The Head of Learning Area and subject teacher will review a student's position in the Extension class at the end of each term.

### Description

Students who would benefit from a more rigorous range of learning activities are placed in an Extension class. A differentiated program from the mainstream classes is undertaken, however, the core concepts remain the same. Students will study content based on the Australian Curriculum for Science but are given opportunity for extension through projects, competitions and investigations. The learning, teaching and assessment strategies used reflect the level of ability of students in these classes. The content covered in this program includes; cells and microscopes, chemical and physical change, energy classification, the rock cycle and the science behind natural disasters. 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. Learning technology is integrated into a number of learning activities and students will be expected to demonstrate mastery of them.

### Future Pathways

Year 9 Science – Depending on results Year 9 Extension or Mainstream.

## **8 Science - Mainstream (8SCM)**

### **Minimum Entry Requirements**

Selection will be based on results obtained through Year 7 Science results and College testing. The Head of Learning Area and subject teacher will review a student's position in the Mainstream classes at the end of each term.

### **Description**

Most students will experience the Science program in a mainstream class. The mainstream program reflects the syllabus contained in Australian Curriculum. Students will build on knowledge gained in Year 7 to deepen their understanding of cells, microscopy, changes in matter, and chemical and physical change. They will be introduced to the types of heat transfer and the rock cycle. Students will be required to work in a variety of ways, both individually and collaboratively while engaging in both theoretical and practical work. Learning technology is integrated into a number of learning activities and students will be expected to demonstrate mastery of them.

### **Future Pathways**

Year 9 Science – Depending on results Year 9 Extension, Mainstream or Enrichment.

## **8 Science - Enrichment (8SCE)**

### **Minimum Entry Requirements**

Selection will be based on results obtained through Year 7 Science results and College testing. The Head of Learning Area and subject teacher will review a student's position in the Enrichment class at the end of each term.

### **Description**

The Enrichment course is available to students needing a modified curriculum that focuses on development of literacy skills, in a science context. Students will focus on the same core concepts as the Mainstream science course but the curriculum is adjusted to cater for the students' learning needs. Students will work both individually and collaboratively in theory and practical work. Learning technology will also be integrated into a number of activities which are designed to both engage students and deepen their understanding of core scientific understandings.

### **Future Pathway**

Year 9 Science – Depending on results Year 9 Enrichment or Mainstream.

# Technologies

Head of Learning Area: Mrs Samantha Mark

Phone: 9350 5433 / Email: [smark@norbert.wa.edu.au](mailto:smark@norbert.wa.edu.au)

## Technologies Learning Area Pathways

	MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 8	Year 10	*Year 11	*Year 12
<b>DESIGN &amp; TECHNOLOGIES</b>	Food Science and Technology	Food Science and Technology	Food Science and Technology General Units 1 & 2	Food Science and Technology General Units 3 & 4
	Materials - Metal	Engineering	Engineering Studies General Units 1 & 2	Engineering Studies General Units 1 & 2
	Materials - Textiles	Materials - Textiles	Materials, Design and Technology - Textiles General Units 1 & 2	Materials, Design and Technology - Textiles General Units 3 & 4
	Materials - Wood	Materials - Wood	Materials, Design and Technology - Wood General Units 1 & 2	Materials, Design and Technology - Wood General Units 3 & 4
<b>DIGITAL TECHNOLOGIES</b>	ICT - App Development	Multimedia	Certificate II in Information Technology	Certificate III in Information Technology
	Robotics and Game Programming	Computer Programming	Computer Science ATAR Units 1 & 2 Or Computer Science General Units 1 & 2	Computer Science ATAR Units 3 & 4 Or Computer Science General Units 3 & 4
<b>VISUAL ARTS</b>	Design	Design	Design ATAR Units 1 & 2 Or Design General Units 1 & 2	Design ATAR Units 3 & 4 Or Design General Units 3 & 4
	Visual Art	Visual Art	Visual Art ATAR Units 1 & 2 Or Visual Art General Units 1 & 2	Visual Art ATAR Units 3 & 4 Or Visual Art General Units 3 & 4

**\*Entry will depend on achieving minimum pre-requisite levels of achievement.**

## 8 Design (8DES)

**Mrs Samantha Eloff**

Phone: 9350 5433 / Email: [mitaliano@norbert.wa.edu.au](mailto:mitaliano@norbert.wa.edu.au)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

This course provides students with the very important ability to clearly and effectively communicate their concepts and ideas. This course assists students to expand these skills using traditional Photography and Graphics. Students learn how to utilise sketching and drawing techniques to communicate effectively as well as the use of industry standard software-based tools for photography, Computer Aided Drafting (CAD) drawings, bitmap and vector graphics, and architectural design. Programs used in this course include IPhoto, Adobe Photoshop and Adobe Illustrator.

This course provides students with an opportunity to:

- Develop camera skills and techniques.
- Develop an awareness of the signs and symbols within life
- Develop skills using the Adobe suite.

### Future Pathways

9 Design

## 8 Food Science and Technology (8FST)

**Mrs Leon Rogers**

Phone: 9350 5433 / Email: [lrogers@norbert.wa.edu.au](mailto:lrogers@norbert.wa.edu.au)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

This practical course introduces students to basic food preparation techniques and skills, with the focus on quick and effective meals that can be prepared at home. The course covers preparing breakfasts from around the world, and healthy lunch alternatives for school. Students look at the benefits of Food Models when making personal decisions on what to eat, preparing food for others, and are introduced to the workings of a commercial kitchen.

### Future Pathways

9 Food Science and Technology

## **8 Materials - Metal (8MET)**

**Mr Brad Collins**

Phone: 9350 5433 / Email: [bcollins@norbert.wa.edu.au](mailto:bcollins@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

This course introduces students to the metal workshop and helps them gain an insight into simple processes. Students learn basic skills and techniques in forming and fabricating ferrous and non-ferrous materials with simple metalworking hand tools and equipment.

Both hand and machine skills are developed through the construction of various metalwork models. The main focus is on accurate reading of plans and an understanding of health and safety procedures in the workshop environment.

Areas to be covered include the use of guillotines, benders, and use of various hand tools.

### **Future Pathways**

9 Materials - Metal

## **8 Materials - Textiles (8TEX)**

**Mrs Leon Rogers**

Phone: 9350 5433 / Email: [lrogers@norbert.wa.edu.au](mailto:lrogers@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

This fun, hands on, creative subject, is designed for those students who like to get in and make things for themselves. Students are introduced to fabric and textiles in the design and production of a number of items for themselves. They learn to use a sewing machine and basic sewing equipment in the development of their skills. Creativity is developed and applied to several items and garments. Life skills are encouraged using the technology process to design and produce their projects.

Students are assessed through their application to extended tasks. They are required to demonstrate Technology and Enterprise outcomes selected from the Curriculum Framework Handbook.

### **Future Pathways**

9 Materials - Textiles

## **8 Materials - Wood (8WWK)**

**Miss Louise Atkinson**

Phone: 9350 5433 / Email: [latkinson@norbert.wa.edu.au](mailto:latkinson@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

This is a hands on course which introduces students to a sample of design, woodworking skills and processes. We train students in the safe practice of tools such as lathes, drill presses, band saws, among machinery.

Creativity is a key aspect to Design Technology, and we encourage students to think outside the box as often as possible. With CAD (computer aided design) and CAM (computer aided manufacture) becoming a common place in industry, we now have access to such equipment, allowing students to produce high quality graphic work in projects. Examples of products produced in this exciting course are, T- ball bats, ping-pong ball guns, toy trains, and more.

### **Future Pathway**

9 Materials – Wood

## **8 ICT - App Development (8APP)**

**Mr Greg Hulshoff**

Phone: 9350 5433 / Email: [ghulshoff@norbert.wa.edu.au](mailto:ghulshoff@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

The Year 8 course in App Development introduces the students to creating a variety of different applications for use on the Android operating system.

The main aim of this course is to learn programming skills that can be used in future classes or for the students to go off and create the next viral app that is a must have for everyone. The online programming environment can be easily tested on any Android device providing there is an internet connection or connecting via a USB cable.

As all students have had an opportunity previously to use the Scratch programming environment, there is not such a steep learning curve for this course. It will provide an ideal foundation to the Year 9 App Development course, and would be useful to students considering either a Computer Science or Certificate in Information Technology in Year 11 or 12.

Students who intend to pursue a career in IT, or study at TAFE, or further their studies at University should choose this subject. In addition, programming skills learned can be advantageous in the future.

### **Future Pathways**

9 App Development

## **8 Robotics and Game Programming (8ROB)**

**Mr Greg Hulshoff**

Phone: 9350 5433 / Email: [ghulshoff@norbert.wa.edu.au](mailto:ghulshoff@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

The Year 8 course in Robotics introduces the students to some basic computer programming skills and logical thought processes. As an introduction the students learn to program a virtual robot, followed by operating a virtual machine.

The students will build and program their own robots, using the Lego Mindstorms sets available.

The second Term will consist of some basic game programming skills, where the students will create some computer games, like "Super Mario" or "1945" type flying games. The course uses the GameMaker program and the finished products are able to be taken home or used on any other computer.

This semester length course provides an ideal foundation to completing some programming courses in future years.

### **Future Pathways**

9 Computer Programming

## **8 Visual Art (8ART)**

**Mr Craig Mecham**

Phone: 9350 5433 / Email: [cmecham@norbert.wa.edu.au](mailto:cmecham@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

This course invites students into the past and present world of art and craft. Students increase their understanding of tools, materials and techniques in one of the areas of sculpture, painting, printmaking, or ceramics through traditional methods. Students complete a series of tasks designed to help them learn and apply these skills. We explore how artists use art to communicate ideas.

### **Future Pathways**

9 Visual Art

# Performing Arts

## Performing Arts Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Dance	Dance	Dance General Units 1 & 2	Dance General Units 3 & 4
Drama	Acting	Drama General Units 1 & 2	Drama General Units 3 & 4
Music	Music	Certificate II in Music Industry	Certificate III in Music Industry

\* Entry will depend on achieving minimum pre-requisite levels of achievement.

## 8 Dance (8DAN)

Miss Laura Alban

Phone: 9350 5433 / Email: [lalban@norbert.wa.edu.au](mailto:lalban@norbert.wa.edu.au)

### Minimum Entry Requirements

A willingness and capacity to be physically active

### Description

In the study of dance students develop knowledge, understanding and skills through the experiences of performing, composing and appreciating their own dances and the dances of others.

In Year 8 Dance students continue to use improvisation skills learnt in Year 7 Dance to build on their movement vocabulary. They choreograph dances using the elements of dance (BEST) and choreographic devices for a purpose. They further develop their dance skills to explore the technical aspects of different dance styles. Students are given opportunities to present dance to an audience, further developing their performance skills of retention and clarity of movement, projection, focus and expression. They discuss how dance can communicate meaning and how dance genres/styles differ.

The course caters for students with a high level of prior knowledge, skills and experience in dance as well as those students without prior knowledge and experience in dance.

### Future Pathways

Year 9 Dance

## **8 Drama (8DRA)**

**Miss Kerri Hilton**

Phone: 9350 5433 / Email: [khilton@norbert.wa.edu.au](mailto:khilton@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

In Year 8, students will be given the opportunity to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate published script extracts using selected drama forms and styles. Styles will include readers theatre, improvisation and realistic theatre.

This course is designed to foster creativity and a sense of self on stage through both group and solo work. Students will learn valuable theatre skills to equip them for further study and for their own self-worth.

### **Future Pathways**

Year 9 Starting Theatre

## **8 Music (8MUS)**

**Mr Chadwick Beins**

Phone: 9350 5433 / Email: [cbeins@norbert.wa.edu.au](mailto:cbeins@norbert.wa.edu.au)

### **Minimum Entry Requirements**

No Minimum Entry Requirement

### **Description**

The Year 8 Music Course will provide students with a basic foundation of music. Through performance, listening and composition activities, students will develop their aural skills and understanding of musical theory and elements. Students will explore a range of musical genres and styles including film music, world music, rock and pop.

The course will focus on the four main areas of musical knowledge:

- Music literacy – aural/theory skills
- Composing and arranging – application of aural/theory skills in context
- Practical/performance skills – technique development on instruments
- Analysis and context – application of the elements of music in context
- Response interpretation and evaluation – critical analysis of industry

While it is not a prerequisite of the course, all students are encouraged to undertake instrumental tuition on an instrument of their choice. Lessons can be taken at St Norbert College or with a private tutor outside of school. Participation in school ensembles and/or bands is also highly encouraged to enhance student understanding of the concepts studied in class.

It is strongly recommended that students enrolling in music in Year 8 remain in the program at least until the end of Year 10.

### **Future Pathways**

Year 9 Music