



Assisi
Catholic College

Curriculum Guide
Year 8 2026

Middle Years of Schooling

In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community.

**ShApe Your
Tomorrow**

INTRODUCTION

In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community. As a College, we develop learning experiences that are enjoyable and engaging to meet our young adolescents' needs.

Effective Middle Schooling practices acknowledge student's needs:

- Identity
- Relationships
- Purpose
- Empowerment
- Success
- Rigour
- Safety

Effective Middle Schooling curriculum is:

- **Learner-centred:** Coherent curriculum is focused on the identified needs, interests and concerns of students, and emphasises self-directed and co-constructed learning.
- **Collaboratively organised:** Teams of teachers, who know and understand their students well, employ powerful pedagogical strategies to challenge and extend students within a supportive environment.
- **Outcome-based:** Progress and achievement are recorded continuously in relation to explicit statements of what each student is expected to know and be able to do.
- **Flexibly constructed:** Arrangements are responsive to local needs and circumstances, and reflect creative use of time, space and other resources.
- **Ethically aware:** Justice, care, respect and a concern for the needs of others are reflected in the everyday practice of students, teachers and administrators.
- **Community oriented:** Parents and representatives from community institutions and organisations beyond the school are involved in productive partnerships.
- **Adequately resourced:** Experienced teachers and support staff are supported by high-quality facilities, technology, equipment and materials.
- **Strategically linked:** The Middle Years of schooling, although a discrete phase within the P-12 continuum, is intrinsically connected to both the early and later years.

Middle Years Curriculum

Curriculum is timetabled on a fortnightly cycle of Week A and Week B with a five-period day (6 periods on Thursday to accommodate sport) and Pastoral Care (PC) held each morning for 12 minutes.

Core Subjects

Years 8 students are required to study the following Core Key Learning Areas:

- Religious Education
- English
- Mathematics
- Science
- History/Geography
- Italian
- Health & Physical Education
- Civics, Economics and Business

Rotational Subjects

Year 8 students will complete two of the following rotational subjects per Term:

- Design and Technologies: Design
- Design and Technologies: Materials (Fashion)
- Design and Technologies: Food Specialisation
- Digital Technologies
- Drama
- Media Arts
- Music
- Visual Arts
- Health and Physical Education (HPE) - Futsal (5-a-side Soccer) *

*Futsal is an elective subject that students can apply for to study in Years 7, 8 and 9. Students apply for a position in the Year 7 Class in the preceding year and are required to trial to attain a position in the class. In subsequent years, students can continue to study Futsal, but trials are also held at the end of each school year for any non-Futsal student wishing to apply for available positions in either the Year 8 or 9 Class. Students who have been selected for the Futsal High Performance Program will complete only one rotational subject each Term.

YEAR 8 CORE SUBJECTS

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RELIGIOUS EDUCATION

Description

In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant as a unique relationship between God and God’s people, explored through the actions and messages of selected Old Testament prophets. Students investigate the Christian belief in God’s saving plan for all creation and consider how believers past and present participate in this plan through their faith and actions in the world. They learn about the preaching, achievements and challenges faced by the earliest followers of Jesus, as described in The Acts of the Apostles.

Students are introduced to the significant challenges and changes that shaped the Church between c.650 CE and c.1750 CE, examining the influence of significant people, groups and ideas during this period. They develop an understanding of the many ways the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences, responding to emerging moral questions, practising the cardinal virtues and demonstrating an ecumenical spirit through praying and working for Christian unity.

Students continue to develop their understanding of prayer in the Christian tradition through an exploration of the Liturgy of the Hours, meditative prayer (including praying with scripture) and meditative practices such as centred breathing and awareness of posture. They also learn about the significance of initiation rituals in the Abrahamic religions, Christianity, Judaism and Islam, and the role these rituals play in the faith journeys of believers.

Examples of Activities and Assessment

- Prayer and liturgy
- Creative Resources
- Research Tasks
- Exams

Pathways to Senior Subjects

- Study of Religion
- Religion & Ethics
- Religious Meaning & Life



ENGLISH

Description

In Year 8, students engage with a variety of texts for enjoyment by listening, reading, viewing, interpreting, evaluating, and presenting spoken, written, and multimodal texts. Students will create a range of texts that develop their skills to entertain, inform, and persuade an audience.

Throughout the year, students will engage in a range of written and spoken tasks. Students will create a narrative focusing on the dystopian genre, deep dive into a novel study, and persuade their peers about a change that needs to occur in our community. Students will have the opportunity to discuss texts and appreciate their literary value.

Examples of Activities and Assessment

- Narrative
- Essay
- Persuasive speech
- Literary Circles
- Reading journal
- Peer discussions

Pathways to Senior Subjects

- An “at standard” achievement in English is a pre-requisite for several subjects in the Senior Years.
- Essential English
- General English
- Literature



MATHEMATICS

Description

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 between 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, and the areas and perimeters of common shapes, as well as 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, and finding estimates of means and proportions of populations.

Examples of Activities and Assessment

- Exams
- Problem Solving Modelling Task (PSMT)

Pathways to Senior Subjects

- Essential Mathematics
- General Mathematics
- Mathematic Methods
- Specialist Mathematics



SCIENCE

Description

Throughout the year, students will continue to study a variety of sciences, including Biology, Chemistry, Physics and Earth Sciences. The Year 8 Science curriculum continues to foster inquiry and curiosity, giving learners the opportunity to develop an understanding of the resources required by individuals in a rapidly changing scientific and technological society.

In the Earth and Space Science component, students develop an understanding of rock formation and the rock cycle. They explore how sedimentary, igneous and metamorphic rocks are formed by processes occurring within Earth over a range of timescales.

In Chemistry, students explore the properties of the different states of matter and explain changes of state using particle theory.

In Physics, students investigate how energy appears in different forms and how energy transfers and transformations cause change within systems.

For the Biology component, students learn that cells are the basic units of living things and that they have specialised structures and functions. They then apply this knowledge to organs and body systems, exploring how these systems work together to enable multicellular organisms to survive.

Examples of Activities and Assessment

- Journaling
- Written reviews
- Experimental investigations
- Scientific Reports
- Exams
- Research assessment
- Multimedia presentation

Pathways to Senior Subjects

- Biology
- Chemistry
- Physics



CIVICS, ECONOMICS AND BUSINESS

Description

Civics and Citizenship

Civics and Citizenship focuses on three key strands: Government and Democracy, Laws and Citizens, and Citizenship, Diversity and Identity.

Government and Democracy

Students will investigate how Australia’s system of government operates at local, state, and federal levels. They will learn about the roles and responsibilities of each level and how they work together to govern the nation. The unit also explores how citizens can influence decision-making through voting, lobbying, and participation in community activities. Students will consider the importance of accountability and transparency in democratic systems.

Laws and Citizens

This section focuses on the role of laws in maintaining order and protecting rights. Students will examine how laws are made by parliaments and enforced by courts and law enforcement agencies. They will explore the principles of justice, including fairness and equality, and consider how laws respond to social change. Case studies will be used to illustrate how legal systems address contemporary issues.

Citizenship, Diversity and Identity

Students will explore what it means to be an Australian citizen and how cultural diversity shapes our national identity. They will investigate the values that underpin Australian society, such as freedom, equality, and respect, and consider how these values are reflected in civic life. The unit also examines the challenges and benefits of living in a multicultural society and the importance of inclusion and social cohesion.

Examples of Activities and Assessment

- Roleplay
- Digital Quizzes
- Group work and collaboration
- Scenarios
- Written Responses
- Exams
- Journaling
- Business and Economics report

Pathways to Senior Subjects

- Modern History
- Geography
- Legal Studies
- Business
- Economics



HISTORY

Description

This first unit examines the Viking world between the eighth and eleventh centuries. Students explore the origins of Viking society, including its geography, culture and social structure. They investigate the reasons for Viking expansion—such as trade, exploration and conquest—and consider the impact of Viking raids on Europe. The unit also looks at daily life, beliefs and technological achievements, including shipbuilding and navigation. Students analyse archaeological evidence and written sources to understand how historians reconstruct Viking history and to challenge common myths about the Vikings.

In the second unit, students study life in Europe during the Middle Ages, from approximately 590 CE to 1500 CE. They examine the feudal system and the roles of kings, nobles, knights and peasants. The unit explores the influence of the Catholic Church, the significance of castles and manors, and the development of towns and trade. Students also investigate key events such as the Crusades and the Black Death, considering their causes and consequences. Through this study, they learn how medieval society shaped modern Europe and how historical interpretations of this period have evolved over time.

Examples of Activities and Assessment

- Computer simulation
- Decision-making activities
- Independent and guided source analysis
- Seen source exam
- Ongoing observation and feedback on class work
- Research assessment

Pathways to Senior Subjects

- Modern History



GEOGRAPHY

Description

The first unit, Changing Nations, examines the patterns and processes of urbanisation and migration across the globe. Students investigate why people move between countries and cities, exploring factors such as economic opportunities, conflict and environmental change. They study the growth of megacities and the challenges associated with rapid urbanisation, including housing, transport and sustainability. The unit also considers the positive and negative impacts of migration on societies and environments. Students analyse data, interpret maps and evaluate strategies for managing urban growth and migration.

In the second unit, Landscapes and Landforms, students explore the physical features of the Earth and the processes that shape them. They learn about different types of landscapes, such as mountains, deserts, rivers and coastal areas, and investigate how landforms are created through tectonic activity, erosion and deposition. The unit also examines the cultural and spiritual significance of landscapes for Aboriginal and Torres Strait Islander Peoples and other communities. Students consider how landscapes are used and managed, including issues related to conservation and tourism. Throughout the unit, they develop practical skills such as interpreting topographic maps and analysing geomorphic processes.

Examples of Activities and Assessment

- Examination
- Article
- Sketches
- Graphing
- Mind Maps
- Data representation
- Written analysis

Pathways to Senior Subjects

- Geography
- Modern History



ITALIAN

Description

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs, to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal when learning Italian is communication.

Students do not simply learn Italian; they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts. Italian is a phonetic language and has many commonalities and connections with English. Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English.

They learn to make observations about the relationship between language and culture, particularly by comparing what they learn in Italian with their own language(s) and culture(s). Students identify cultural references in texts and consider how language reflects practices, perspectives and values. They also reflect on the process of moving between languages and cultures and develop their capability as learners of Italian.

Buongiorno Italia!

In Year 8, students take a gastronomical tour of Italy. They explore aspects of language and culture through the study of Italian cuisine. Students further develop their communication skills to understand, read, write and speak Italian. By the end of the semester, they will be able to confidently order food in an Italian restaurant.

Examples of Activities and Assessment

- Dialogues
- Speeches
- Pronunciation tests
- Vocabulary tests
- Grammar tests
- Writing tasks
- Reading comprehension tasks
- Listening comprehension tasks

Pathways to Senior Subjects

- Italian



HEALTH & PHYSICAL EDUCATION

Description

The Year 8 curriculum supports students to refine specialised knowledge, understanding and skills related to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills across a range of physical activity settings and analyse how body control and coordination influence movement composition and performance. Students also learn to transfer movement skills and concepts to a variety of physical activities.

They explore the role of games and sports, outdoor recreation, lifelong physical activities, and activities that shape cultures and identities. As they participate in a range of physical activities, students reflect on and refine their personal and social skills.

Examples of Activities and Assessment

- Written reviews and reports
- Multimodal presentations
- Performance critiques and evaluations
- Ongoing observation of practical performances and application
- Research assessment
- Performance in a range of sports such as Basketball, Touch, Oztag, Volleyball, Softball and inclusive games

Pathways to Senior Subjects

- Physical Education
- Health
- Recreation and Certificate III in fitness

YEAR 8 ROTATIONAL SUBJECTS



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**DESIGN AND TECHNOLOGIES:
MATERIALS**

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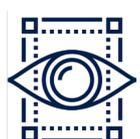
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Futsal (5-a-side Soccer) is an elective subject available for students in Years 7, 8 and 9. Students wishing to enter the Year 7 class must apply in the preceding year and participate in a trial to be considered for a place.



DESIGN AND TECHNOLOGIES: DESIGN

Description

Design

In this unit, students will be challenged as they investigate, plan and propose solutions to a variety of individual design scenarios. In communicating their creative and innovative design journey, students generate and clarify ideas through annotated concept sketches and drawings, as well as prototype modelling. They will experience architectural, industrial and graphic design briefs, along with emerging technologies such as laser cutting and sticker printing. Finally, students communicate and evaluate their design solutions through a presentation folio.

Materials

Students investigate the nature and functions of materials and resources through inquiry, research and problem-solving methodologies. The course provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work in a safe, new and exciting environment. Students develop skills and problem-solving abilities that can be confidently transferred to future life situations.

Design Technology also aims to assist in the development of fine motor coordination, confidence and self-esteem as students complete a range of achievement-orientated practical projects.

Examples of Activities and Assessment

- Journal/Folio
- Ongoing observation
- Practical expertise

Pathways to Senior Subjects

- Design
- Engineering
- Industrial Technology Skills
- Certificate I in Construction
- Certificate I in Engineering
- Certificate II in Engineering



DESIGN AND TECHNOLOGIES: MATERIALS

Description

The study of Textiles Technology gives students knowledge of the properties, performance, and uses of textiles. They explore fibres, yarns, fabrics, and colouration, and examine historical, cultural, and contemporary perspectives on textile design. Students also develop an understanding of the factors that shape their textile consumption. Textile projects allow students to be creative, independent learners, following the design process as they explore both the functional and aesthetic aspects of textiles, while building confidence and proficiency in the design, production, and evaluation of textile items. Sewing is a life skill.

During this elective rotation, students will design and create an original cushion cover, following the design process. The unit introduces foundational sewing and construction techniques, including creating seams and correctly inserting a zipper, while following essential textile safety practices. Students will then evaluate the functional and aesthetic qualities of their cushion design.

Examples of Activities and Assessment

- Product construction (cushion)
- Design folio
- Production drawing
- Fashion drawing
- Interior Design

Pathways to Senior Subjects

- ATAR - Design
- Applied - Fashion



DESIGN AND TECHNOLOGIES: FOOD SPECIALISATION

Description

Studying Food Technology enables students to develop the knowledge, understanding, and skills needed to design, produce, and evaluate contemporary food products and solutions. Students engage in food preparation practices independently and collaboratively, building confidence in using a range of ingredients, techniques, equipment, and processes. They will explore multicultural food, including First Nations and Asian cookery, and investigate how food brings communities together. Students will also develop an understanding of food science principles, including how ingredients interact, chemical changes during cooking, and factors that affect texture, flavour, and nutrition. Students are supported to generate food ideas and solutions that are creative, nutritious, and suitable for diverse consumers and contexts.

In this unit, students will design and produce a new food item for a café targeting adolescent health, applying the design process to meet consumer stakeholder needs and preferences.

Practical cooking experiences may include Asian Noodle Stir Fry, Spaghetti Bolognese, Anzac Biscuits, and Pikelets.

Examples of Activities and Assessment

- Design folio
- Weekly practical cooking activities
- Individual practical cooking exam
- Written evaluation

Pathways to Senior Subjects

- ATAR – Food and Nutrition
- Cert II Kitchen Operations
- Cert II Hospitality



DIGITAL TECHNOLOGIES

Description

Digital Technologies builds students’ skills and understanding in computational thinking, including decomposing problems, prototyping solutions, and engaging with a broader range of information systems. Students expand their experiences with digital tools and participate in national, regional and global activities.

In Year 8, students deepen their computational thinking and explore wider applications of information systems. They analyse networked systems, evaluate methods of data storage and transmission, and model real-world objects and events. Through problem-solving tasks, students identify key elements, constraints and shared features across systems.

They design more complex algorithms, investigate data relationships using tools such as pivot tables and graphs, and consider user experience principles when creating interface designs. Programming skills are extended through the use of advanced general-purpose languages, including Python, incorporating the use of subprograms.

Students evaluate solutions for efficiency and sustainability, plan and manage projects with increasing independence, and collaborate effectively in online environments while considering cultural, ethical and legal responsibilities.

Examples of Activities and Assessment

- Algorithm design
- Creative programming using Python
- Exploring the internet and its history
- Online safety and behaviours
- Networking

Pathways to Senior Subjects

- Digital Solutions
- Certificate III in Information Technology



DRAMA

Description

In Year 8 Drama, students continue to explore the Elements of Drama, including role, relationship, situation, tension, mood, time and place. Students will study a published play and work towards a polished performance of an extract. They will collaborate to apply their understanding of the elements of drama throughout the rehearsal and performance process. The course encourages creativity, self-expression and critical reflection as students deepen their understanding of dramatic conventions. Learning in Drama involves making, performing and responding to drama.

Students document their learning through reflection writing and short-response tasks.

Examples of Activities and Assessment

- Journaling
- Written reflections
- Performing
- Improvising
- Devising
- Script writing
- Script editing
- Collaboration

Pathways to Senior Subjects

- Drama
- Drama in Practice



MEDIA ARTS

Description

In Year 8 Media Arts, students explore how meaning is created through visual storytelling and animation. They learn how shot types, composition and narrative are used to communicate ideas and engage an audience. Students investigate a range of animation techniques, with a focus on stop-motion animation, and examine how media conventions and technologies shape meaning.

Through the media production process, students plan, design and produce a short stop-motion animation. This includes developing narratives and storyboards, creating characters, props and sets, capturing images using digital devices, and editing footage to add sound, titles and credits. Students work collaboratively throughout production, developing technical skills and creative control when using media equipment and technologies. They reflect on their own and others' work through peer review and self-assessment, considering how creative choices impact audience understanding and meaning.

Examples of Activities and Assessment

- Folio of media works: Students apply their knowledge, understanding and skills to plan and create a series of Surrealist media works
- Workbook/Evaluation
- Film analysis: Students explore Surrealism and its influence on the film and media industry, discussing points of view and the use of technical and symbolic elements in media works

Pathways to Senior Subjects

- Film
- Television
- New Media



MUSIC

Description

In Year 8 Music, students explore the fundamentals of modern Pop Music, including its origins and stylistic features. They learn how musicians manipulate musical elements, concepts and compositional devices to create memorable songs, while continuing to deepen their understanding of music theory through written, aural and practical activities.

Students develop skills in notation reading, chord progressions on guitar and piano, rhythmic accuracy and melodic construction, as well as aural recognition of intervals and patterns. They also apply digital music production techniques using software such as GarageBand and BandLab to compose original 'four-chord' Pop pieces.

These learning experiences strengthen creativity, technical proficiency and collaborative skills essential for future music pathways.

Examples of Activities and Assessment

- Critical listening of Popular Music repertoire to develop aural skills
- Regular performance/composition critiques and evaluations
- Music theory exam and rhythmic dictation exercises
- Use of classroom instruments to experiment with music elements and concepts through singing and playing
- Use of digital music technologies (Garageband/BandLab) to compose music for assessment

Pathways to Senior Subjects

- Music
- Music in Practice



VISUAL ARTS

Description

Students identify and analyse how artists use visual conventions and viewpoints to communicate ideas, and they apply this knowledge in their own artmaking. They explain how artworks are displayed to enhance meaning and evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their artmaking in response to the exploration of techniques and processes used in their own and others' artworks. They demonstrate their understanding of visual conventions, techniques and processes by creating artworks that communicate meaning with clarity and intention.

Examples of Activities and Assessment

- Folio of artworks exploring visual conventions (a combination of components and approaches such as elements, design principles, composition and style), completing a variety of drawing activities using a range of media
- Resolved major artwork developed through idea generation, research, resolution and reflection (Artist Statement)
- Visual diary

Pathways to Senior Subjects

- Visual Art



HPE - FUTSAL

Description

The Futsal High Performance Program is offered to Assisi students who have shown, or intend to show, ability and commitment to playing Futsal or related sports such as Football, Fut-volley, Fut-tennis and Beach Soccer. Although the program operates as an elective subject, students must meet criteria demonstrating ability and commitment before acceptance.

Students must complete an official Futsal High Performance Program Application Form and submit it to the Director of Futsal. Successful applicants will be invited to attend a trial before acceptance into the course.

The overall objectives of the Futsal Program are to:

- Develop students' Futsal skills, tactics and strategies to a high level
- Use Futsal as a tool for educating students in life skills and broader curriculum concepts
- Prepare students for potential employment within the Sports and Event Management industries

To understand the philosophy behind offering Futsal as a subject at Assisi College, it is important to consider the intended progression of study. Students in the Middle Years (Years 7-9) learn the essential skills, tactics and strategies of Futsal. They then apply this knowledge in the Senior Years (Years 10-12), where the focus shifts to coaching these skills to students in the Junior Years (Years 4-6). Senior students will also undertake studies in how to plan, operate and implement tournaments for Junior and Middle Years students to compete against other schools in the community.

All Middle Years Futsal Units (Years 7-9) are built around five key components:

Practical Component: Understanding and applying the skills, tactics and strategies of the game.

Physiological Component: Improving all components of fitness, with an emphasis on the specific fitness requirements of Futsal (e.g. agility, flexibility, speed, power, anaerobic capacity), as well as learning about injury prevention and management.

Analytical Component: Analysing and evaluating individual and team performance using video footage, statistics, computer databases or live observation, then proposing and implementing strategies such as a training program to address identified weaknesses.

Event Management: Preparing, organising, implementing and reviewing coaching sessions, tournaments and exhibitions within the school and in the local community.

Psychological Component: Studying and applying the mental aspects of the game, including Sports Psychology and processes for dealing with positive and negative social situations arising from playing, coaching and managing Futsal.

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| Examples of Activities and Assessment | <ul style="list-style-type: none">• Ongoing assessment of skill acquisition and tactical awareness• Creating videos to analyse and promote Futsal• Sitting exams (e.g. rules tests)• Organising small Futsal events (e.g. a tournament) |
| Pathways to Senior Subjects | <ul style="list-style-type: none">• Futsal is an Applied Subject studied in Year 11 and 12 using the guidelines of the Sport and Recreation Syllabus. |

thank you

Get in touch

nstrickland@assisi.qld.edu.au

+61 7 5656 7100
Assisi Catholic College

<http://www.assisi.qld.edu.au>