



Assisi
Catholic College

Curriculum Guide

Year 8 2025

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.

**Sh^Ape 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 every-day practice of students, teachers and administrators.
- **Community oriented**
Parents and representatives from other 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 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 Semester:

- Digital Technologies
- Design Technology: Food Specialisation and Materials (Fashion)
- STEM
- Visual and Media Arts

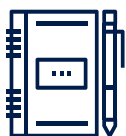
- **Futsal (5-a-side Soccer)** is an elective subject that students can apply for to study in Years 7, 8 and 9. Students apply for a position in the Year 7 Class in the preceding year and are required to trial to attain a position in the class. In subsequent years, students can continue to study Futsal, 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 Semester.

YEAR 8 CORE SUBJECTS



RELIGIOUS EDUCATION

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ENGLISH

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MATHEMATICS

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SCIENCE

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CIVICS, ECONOMICS AND BUSINESS

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HISTORY

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ITALIAN

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HEALTH & PHYSICAL EDUCATION

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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 unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles.

They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity.

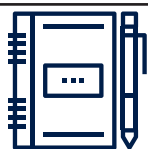
Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

Examples of Activities and Assessment

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

Pathways to Senior Subjects

- Study of Religion
- Religion & Ethics
- Religion Meaning and 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.

In Term 1, students analyse First Nation's poetry to explore Australia's rich history and promote reconciliation within our community. Students then jump into the magical world of creative writing to develop a short story that takes inspiration from the range of narratives explored in class. In Term 3, learners will take a trip to Asia through their novel studies to explore how culture is represented in texts. Finally, students will persuade their classmates to show how their chosen issue is a problem for all Gold Coasters.

Examples of Activities and Assessment

- Yarning/literature circles
- Reader's Cup
- Narrative writing
- Persuasive speech
- Analytical essay
- Exams

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 of 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, areas and perimeters of common shapes and 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, 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

Course Description

Throughout this year, students will continue to study a variety of sciences, including: Biology, Chemistry, Physics and Earth Sciences. The Year 8 Science curriculum continues to encourage inquiry and curiosity in learners, as well as giving them the opportunity to develop an understanding of the resources required by an individual 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, and explore how sedimentary, igneous and metamorphic rocks are formed by processes that occur within Earth, over a variety of timescales.

In Chemistry, students will understand and explore the properties of the different states of matter and explain this in relation to changes of state and particle theory. In the Physics Unit of study, students will investigate how energy appears in different forms and how energy transfers and transformations cause change within systems. For the Biology component, students will learn that cells are the basic units of living things, and they have specialised structures and functions. They will then apply this knowledge to organs and body systems and how they enable multi-cellular 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

In Year 8, Economics and Business students will gain a comprehensive understanding of how markets influence the allocation of resources to the production of goods and services. They will be able to explain how businesses adapt to opportunities in markets and respond to the work environment. Throughout the semester, students will develop a range of questions to investigate economic and business issues, locate and organise relevant information and data, and interpret this information to identify economic and business trends and cause-and-effect relationships.

By the end of the semester, students will have the opportunity to explore and use a range of basic financial management concepts through an online financial literacy game called ESSI Money, which stands for Earning, Saving, Spending, and Investing. This game, based on virtual reality, helps students understand how decisions made over time can have both positive and negative impacts on their financial situation. The key learning areas addressed include applying for jobs, planning career paths, managing wages, choosing and managing banking products, setting goals and budgets, operating transaction accounts, managing income and expenses, and choosing and managing credit cards

In Civics and Citizenship, students will explain how Australians are informed about and participate in their democracy. They will describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students will identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.

Students will develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They will analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They will explain the methods or strategies related to civic participation or action. Students will use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

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

Year 8 students will describe the historical significance of the periods between the ancient and modern past. They will explain the causes and effects of events in Medieval Europe, and in the societies connected to empires such as the Spanish conquest of the Americas. They will describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period. Students will describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.

Students will develop questions about the past to inform historical inquiry. They will sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They will describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They will explain historical interpretations about significant events and people. Students will use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.

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

In Year 8, students will investigate two key learning areas: landscapes and landforms and changing nations. Students will explain how the interactions of people and environmental processes impact on the characteristics of places. They will: explain how the characteristics of places are perceived and valued differently by people; describe the effects of human activity or hazards on environments; explain the features of a distribution and identify implications; explain the interconnections between people and places and environments; explain how these interconnections change places or environments; explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.

Students will develop relevant questions about a geographical phenomenon or challenge. They will collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. They will interpret and analyse data and information to explain patterns and trends and infer relationships. They will draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They will decide on appropriate strategies for action and explain potential impacts. Students will use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.

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 will become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They will learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). Students will identify cultural references in texts and consider how language reflects practices, perspectives and values. They will reflect on the process of moving between languages and cultures and develop their capability as learners of Italian.

Buongiorno Italia!

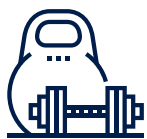
In Year 8, students will take a gastronomical tour of Italy. They will explore aspects of language and culture through the study of Italian cuisine. Students will further develop basic communication skills to understand, read, write and speak Italian. By the end of the semester, they will be able to confidently order food from 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 curriculum for Year 8 continues to support students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and activities that shape cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Examples of Activities and Assessment

- Written reviews/reports
- Multimodals
- Performance critique/evaluations
- Ongoing observation of practical performances and application
- Research assessment
- Performance in a range of sports such as Basketball, Touch, Oztag, Volleyball, Softball, Inclusive games

Pathways to Senior Subjects

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

YEAR 8 ROTATIONAL SUBJECTS



DIGITAL TECHNOLOGIES

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DESIGN TECHNOLOGY:FOOD
SPECIALISATION AND
MATERIALS (FASHION)

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STEM

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VISUAL ART

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FUTSAL

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Futsal (5-a-side Soccer) 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.



DIGITAL TECHNOLOGIES

Description

Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

In Year 7, students deepen their understanding of computational thinking and explore broader uses of information systems. They analyse networked systems, evaluate data storage and transmission, and model real-world objects and events. Students refine problem-solving skills by identifying key elements, constraints, and commonalities across systems. They design complex algorithms, explore data relationships using tools like pivot tables and graphs, and focus on user experience in interface design. Programming skills using advanced to general-purpose languages with subprograms including Python.

Students evaluate solutions for efficiency and sustainability, plan projects with autonomy, and collaborate effectively online, considering cultural and legal contexts.

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



DESIGN TECHNOLOGY: FOOD SPECIALISATION AND MATERIALS (FASHION)

Description

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation and nutritional considerations. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students will develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

During the elective rotation students will design a food product suitable for sale in our school bistro. The unit provides opportunities for the development of design skills and food preparation skills and emphasises the importance of safe work practices. Students will cook and produce a variety of healthy snack foods and light teenage meals such as Fried Rice, Chicken Burger, Chocoanna Muffins, Asian Noodle Stir Fry etc.

Examples of Activities and Assessment

- Journaling
- Written evaluation
- Weekly Practical cooking activities
- Individual Practical Exam
- Product Construction (Cushion)

Pathways to Senior Subjects

- ATAR – Food and Nutrition
- ATAR – Design
- Applied – Fashion
- Cert II Kitchen Operations
- Cert II Hospitality



STEM

Description

STEM is a 21st Century curriculum that involves teaching Science, Technology, Engineering and Mathematics in a holistic environment, using project-based activities. STEM uses an interdisciplinary and applied approach to learning, that aims to engage students and give them clearer meaning and purpose to these disciplines. STEM involves a real-world problem solving and inquiry-based approach, where students develop and apply their knowledge and skills through project-based challenges. Year 8 Students will study the STEM elective over a period of two terms. Their challenge will be to research, design and create a new working research station in Antarctica.

The first part of the project will include collaborative brainstorming of ideas, research and data collection. This will enable students the opportunity to replicate real-world, problem-solving situations and draw on the strengths and ideas of different individuals to be able to work effectively as a team. Ideas will need to be tested and refined, as skills are developed, and new information and knowledge is obtained. A portfolio will be developed by each group and these will be presented back to the class in a way that enables the sharing of information to be used for the next part of the project.

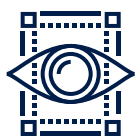
The next and final part of the Year 8 STEM project will require the students to use the compiled reports from the initial stage and design a new Research Station Facility for the Australian Research Base. Students will need to consider the design of the structure, power supply, waste management, materials used, climate limitations, and the impact on the environment of the new Research Station. It will also need to be determined by the students which type of research will be carried out there, as well as the required living, work and service spaces that the occupants will need. They will then use this information to design and create a new Research Station to suit the climate and living/working conditions in Antarctica.

Examples of Activities and Assessment

- Journaling
- Practical critique/evaluations
- Ongoing observation of practical activities and challenges
- Problem-solving activities
- Research
- Portfolio construction
- Excursions and/Incursion
- Use of computer design software
- Project Portfolio, Scientific Report and 3D Walkthrough will be the summative assessment tasks for this project

Pathways to Senior Subjects

- Physics
- Biology
- Chemistry
- Engineering
- Design
- General Mathematics
- Mathematical Methods
- Specialist Mathematics



VISUAL ARTS

Description

Students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. Students evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their artmaking in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate their use of visual conventions, techniques and processes to communicate meaning in their artworks.

Examples of Activities and Assessment

- Folio of Artworks - Exploring the visual conventions (combination of components and approaches such as elements, design principles, composition and style) completing a variety of drawing activities using a variety of media
- Resolved Major Artwork - through developing idea, researching, resolving and reflecting (Artist Statement)
- Visual Diary

Pathways to Senior Subjects

- Visual Art
- Film, Television and New Media



FUTSAL

Course Description

The Futsal High Performance Program is offered to Assisi students who have shown (or intend to show) ability and a commitment to play Futsal or any of the associated games that share Futsal skills (e.g. Football, Fut-volley, Fut-tennis and Beach Soccer). The program operates as an "Elective" subject but students applying for a position in the program must meet criteria regarding demonstrated ability and proven or declared commitment.

Students wishing to choose this elective must fill out an official 'Futsal High Performance Program' Application Form and submit it for consideration by the Director of Futsal. Successful applicants will be asked to attend a trial before acceptance is granted into the course.

The overall objectives of the Futsal Program are threefold:

1. To develop the Futsal skills, tactics and strategies of students to a high level;
2. To use Futsal as a "tool" for educating students in life and curriculum matters;
3. To prepare students for employment in aspects of the Sports/Event Management industry.

To understand the philosophy behind offering Futsal as a subject at Assisi College, it is essential to understand the progression the studies intend to follow. Students in the Middle Years Program (Years 7 to 9) will learn the skills, tactics and strategies of the game in order to subsequently use them in the Senior Years Program (Years 10 to 12), which will focus on the Senior students coaching these skills, tactics and strategies to students in the Junior Years Program (Years 4 to 6).

Senior Students will also undertake studies in how to plan, operate and implement tournaments for Junior and Middle Year students to compete against other schools in the local community.

All Units of Work in the Middle Years (Years 7-9) are built around 5 Key Components:

1. Practical Component: understanding and applying the skills, tactics and strategies of the game
2. Physiological Component: improving all components of fitness, emphasising the specific fitness requirements of Futsal (e.g. agility, flexibility, speed, power, anaerobic capacity) as well as learning about the prevention and management of injuries.
3. Analytical Component: analysing and evaluating to identify weaknesses of individual and team play (using video footage, statistics, computer databases or by observing games live) and then proposing and implementing strategies (e.g. a training program) to strengthen the identified weaknesses.
4. Event Management: preparing, organising, implementing and reviewing coaching sessions, tournaments and exhibitions within the school and externally in the local community.
5. Psychological Component: studying and applying the mental aspect of the game, including Sports Psychology and the processes of dealing with positive and negative social situations arising from involvement in playing, coaching and organising Futsal (e.g. coping with the contrasting situations of losing and winning, dealing with the various challenges of coaching young children, handling the general public when managing events).

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 ATAR Applied Subject studied in Year 11 and 12 using the guidelines of the Sport and Recreation Syllabus.

thank you

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