



St Ursula's College

TOOWOOMBA

YEAR 8
SUBJECT HANDBOOK

2024

CRICOS No. 03033M

Culture Statement

St Ursula's College, a Catholic educational and residential community in the Ursuline tradition, is dedicated to the education and care of young women.

We strive to create learning opportunities that will encourage students to take responsibility for their own thinking and learning, so that they may become more resourceful and empathetic young women who seek:

- the development of a personal faith and spirituality
- participation and leadership in all facets of today's and tomorrow's world.

The challenge for all is to model relationships within and beyond our community based on:

- mutual respect
- tolerance and acceptance
- care for the individual and the environment
- interdependence and collaboration
- service

so that our students, growing in wisdom, justice and integrity will contribute responsibly to their own transformation and that of society.

Vision

A vibrant community inspiring and challenging future-focused learners. Empowering courageous and compassionate young women of integrity to shape the future

Mission

To contribute responsibly to our own transformation and that of others in society.

Our Values

The values of our College are at the heart of everything we do.

- Service
- Courage
- Compassion
- Justice
- Respect

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Academic Care

At St Ursula's College, education is focused on both the heart and mind and therefore we believe girls learn best when they feel safe, nurtured and valued. One of the important ways we address this is by the value we place on the role of Academic Care in the College. It underpins all we do both within the classroom and outside. It is the College's response to the understanding that each student and her development are the focus of all activities which take place in the College.

St Angela Merici, who founded the Ursuline Order, encourages us through her writings to "have each person deeply fixed in our hearts and minds and not just their names but their background and character and everything concerning them" (Second Legacy). Therefore the notion that **quality teaching and learning cannot happen if there is not a firm grounding in Pastoral Care** sustains our commitment to ensuring that our students are engaged with each and every learning opportunity, be it academic, personal or social.

At St Ursula's College the Pastoral Care organisational structures ensures that each girl receives the best care possible in a safe and caring environment. This structure consists of:

The Pastoral Care Group – the student is placed in a small Pastoral Care group where they will remain for the time they are at the College. This group is vertical which allows the older students to mentor and care for the younger ones, whilst developing their leadership skills. The Pastoral Care teacher, who meets with the group each morning, is the key link between the College and home. They are there to guide, support, challenge and advise the students ensuring that the relationships formed are based on mutual respect, tolerance and acceptance. They are there to work on helping each girl to become responsible, autonomous people who are able to achieve and maintain quality relationships.

House Groups - each student belongs to one of the four House groups. All members of the Pastoral Care group belong to the same House, which allows for the students to engage in team work and spirit, strengthening their experiences and connections to our community.

Head of Year - the students have a specific Head of Year who works with them on a year level basis, providing education and support on issues relevant to their age group. They promote the ethos of the College through St activities which challenge the girls to transform their lives and the lives of others.

College Counsellors/Psychologist – the counsellor is able to assist with individual learning issues, social problems and any other issues which impede the young person's ability to live a full and energetic life, ensuring success in their learning.

Heads of Faculties work with subject teachers to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners.

A team of staff including Deputy Principal, Assistant Principal – Pastoral Care, Director of Learning and Teaching and Heads of Year are ably assisted by our College Counsellors/Psychologist, Director of Learning Enrichment (including EALD), Careers Adviser and Director of Vocational Education.

Our goal for your daughter is that she feels valued and safe at the College and in the greater community. We aim to achieve this by providing her with a skill set that includes resilience, confidence, interdependence, respect for others and themselves. We hope she will become more resourceful and empathetic as she navigates her way through high school life.

The Curriculum

ST URSULA'S COLLEGE FRAMEWORK FOR CURRICULUM AND LEARNING

At St Ursula's College, 'curriculum' embodies all of the learning experiences of our students, both inside and outside of the classroom. All learning experiences are designed for a girl's education within a community that is connecting with life in the twenty-first century.

Transformative Learning for Young Women

Learning at St Ursula's College is framed as 'transformative learning' for contemporary young women within the context of a hopeful and faith-filled community. At St Ursula's College "...we actively foster a love of learning for a lifetime of purposeful engagement in the world of the twenty-first century. Teaching is learner-centred. The potential of each learner is nurtured and challenged to enable full and transformative participation in the world."

Students and teachers seek learning opportunities that embrace positive change (transformation); emphasise our connection with the sacred, with others and with our world; and challenge us to service, reflection and action.

Key Characteristics of Teaching and Learning at St Ursula's College:

- a vibrant Professional Learning Community that seeks learner-focused pedagogical excellence
- an integrated holistic approach with a focus on academic rigour and deep disciplinary learning
- a diverse curriculum with emphasis on design, creativity and collaboration
- learning that foregrounds the importance of caring for the individual and relationships based on mutual respect, tolerance and acceptance
- an integrated service and justice approach including a particular emphasis on women, the environment and future sustainability
- innovative, sustainable approaches to enhancing the human, physical and technological resources that will support twenty-first century thinking and learning

St Ursula's College Teaching and Learning Framework

St Ursula's College from its inception in 1931 has been committed to providing innovative practice in teaching and learning. This framework has been an initiative engaging the entire teaching community at the College. In its collation and formulation the core values of Ursuline education and the writings of Angela Merici have always been at the centre. The resulting document *Our Learners, Our Teachers, Our Women* will provide a guide to our staff and a foundational document for how we as Ursuline educators approach our day-to-day teaching.

This framework is how as educators we can guide, nurture and challenge our learners to become "Serviam" women. St Ursula's College Toowoomba believes that teaching occurs both inside and outside the classroom to foster young women of excellence, wisdom, justice and integrity

Year 8 Curriculum

St Ursula's College is a community of learning where education of the heart and mind this is the focus of teaching and learning. We embrace the intent of the Alice Springs (Mparntwe) Declaration by providing a diverse curriculum with emphasis on design, creativity and collaboration. Our digital literacy Curriculum identifies essential skills for 21st century learners.

General capabilities, a key dimension of the Australian Curriculum, encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area, will assist students to develop a love of learning and live a lifetime of purposeful engagement.

In Year 8, students study subjects from all the key learning areas. Some of the Year 8 program is set so that students will have the opportunity to experience every key learning area over the course of the year.

Year 8 Units - Key Learning Area	
Arts Dance Drama Music Media Visual Arts	Language Japanese French
	Mathematics
English	Religious Education
Health and Physical Education	
Humanities History Geography Business and Economics Civics and Citizenship	Technologies Digital Design and Technologies Food Specialisation Material Specialisation Engineering Principles and Systems
	Science

The Arts

WHY STUDY THE ARTS?

The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflects distinct bodies of knowledge, understanding and skills.

St Ursula's College offers all five Arts subjects: Dance, Drama, Media Arts, Music and Visual Arts.

All subjects within our Arts program facilitate the creative and practical realisation of ideas. Creative thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations.

Critical thinking, communication, creative thinking, collaboration and teamwork, personal and social skills and ICT skills are identified and reflect a common agreement, both in Australia and internationally as the 21st century skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world (QCAA 2015).

These 21st century skills are embedded in the objectives and subject matter of all Arts units at St Ursula's College. Studying subjects in the Arts gives students the opportunity to experiment with and build confidence in applying these skills.

The Arts are studied across Years 7 and 8. By the end of Year 8, all students will have studied the four Arts units of Dance, Drama, Music and Visual Art. Media Arts is incorporated into Dance, Drama, Music & Visual Arts. This ensures that by the end of Year 8 all students will meet the ACARA Achievement Standards in all Art subjects.

	Year 7 2024		Year 8 2025	
Class	Semester 1	Semester 2	Semester 1	Semester 2
Class A	Dance	Drama	Music	Visual Art
Class B	Drama	Music	Visual Art	Dance
Class C	Music	Visual Art	Dance	Drama

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

- In **Dance**, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and response to dance and dance making.
- In **Drama**, students explore and depict real and fictional worlds through use of voice, body language, gesture, and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.
- In **Music**, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

English

At all times our English curriculum is underpinned by the expectations of ACARA, whilst allowing for the flexibility and individual needs of our students. Each English unit integrates the development of the fundamental literacy skills: spelling, grammar, punctuation, reading and comprehension. This is achieved through comprehensive literacy programs and a wide reading program.

Our English program focuses on the development of organic, transformative and independent lifelong learners. Students are urged to become confident communicators, imaginative and critical thinkers, as well as informed and active citizens of our society.

Semester 1:

Literature in context

In Semester 1, the Year 8 English curriculum engages with a traditional literature study. Through the study of plays, novels and poetry, students continue to develop key writing and speaking skills. Students construct both creative and analytical pieces in response to the texts studied.

Semester 2:

The world in context

Our focus of this unit is to broaden our students' understanding of the global context, allowing them to voice their opinions with confidence whilst respecting those of others. The unit allows students to formulate an understanding about why different people and cultures have different opinions on key issues. Utilising online, print and media sources, as well as a variety of literary and non-literary texts, students will develop and consolidate skills in researching, critical evaluation, analysis, formal academic writing, persuasive writing and multimodal presentations.

Assessment Types

- Monologue
- Analytical essay
- Multimodal
- Poetry exam



Health and Physical Education

The benefits of studying Health and Physical education include:

- students learn how to live healthy, active lives.
- positive associations have been found between increased levels of physical activity, good nutrition and physical fitness, healthy body weight, psychological physical education, musculoskeletal health, cognition and readiness to learn.
- a healthy, active population enhances productivity, pro-social behaviours and personal satisfaction and has the potential to reduce the burden of chronic disease.
- it allows students to begin to acquire and establish patterns of healthy behaviours for lifelong benefits.
- opportunities to analyse and evaluate personal levels of physical performance and use to improve outcomes

The course engages students in a combination of enjoyable recreational, outdoor and competitive activities, through which students develop the knowledge, processes and skills to become physically educated and informed about health issues in our world.

Literacy and numeracy skills will be taught to students in each unit and they will be encouraged to use ICT skills in their classwork and assessment tasks.

Health and Physical Education is a core subject and, as such, all students study the course in Year 8.

Health and Physical Education provides opportunities for students to:

- enhance their physical development while “learning and doing”
- solve problems in a supportive environment
- promote the health of themselves, others and their community
- develop positive attitudes towards participation in regular physical activity
- appreciate the benefits of physical activity
- enhance their own and others’ self-concept and self-esteem

Assessment Types

- Folio
- Response to stimulus
- Multimedia video
- Essay
- Practical and/or performance



Humanities

This faculty offers a year course titled Humanities that covers four disciplines: **Economics and Business, History, Civics and Citizenship, and Geography.**

Humanities provides the students with a range of skills that should improve their ability in other curriculum areas. These skills include research skills such as effective note-taking and providing a structure to search the internet for the latest information. Crucial writing skills are also developed throughout the students' study in these subjects which will help throughout their secondary and tertiary study.

In **Economics and Business** students are given the opportunity to develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.

In **History** students undertake a study of history based on the Australian History Curriculum. Students learn how to critically use historical sources. The period studied is the Ancient to the Modern World (c. 650 AD – 1750 AD) with units focusing on The Vikings, The Black Death and the Angkor Civilisation.

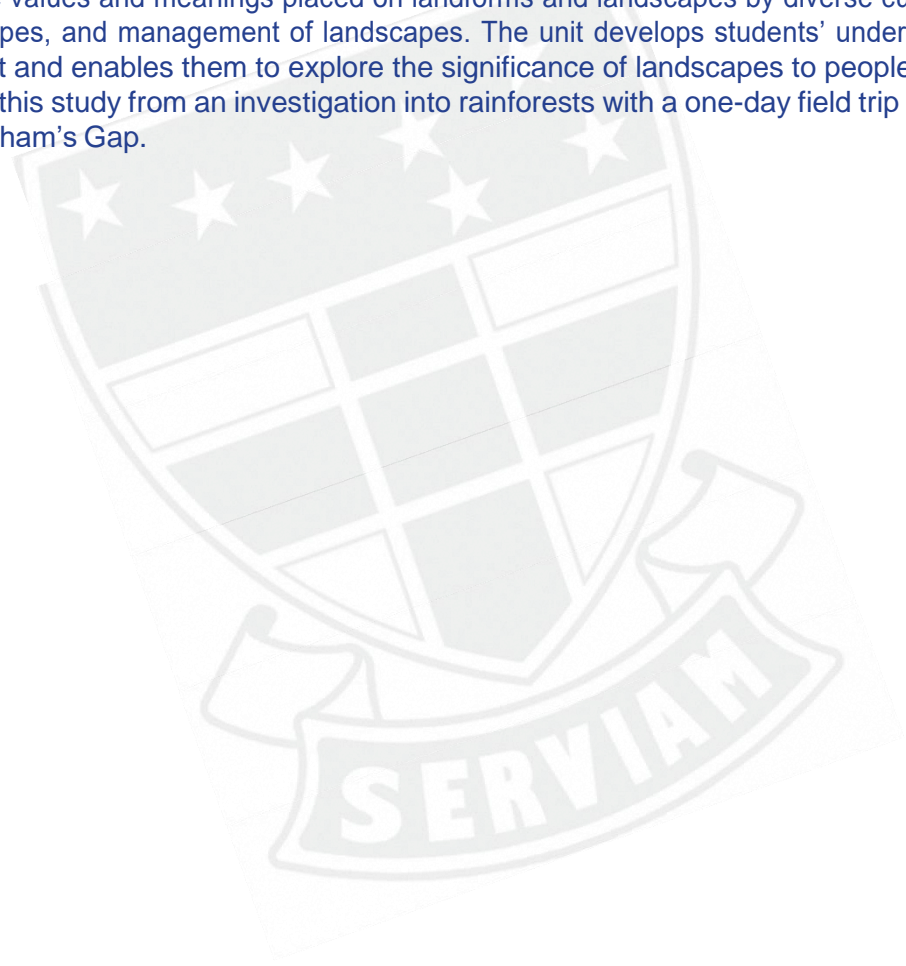
In **Civics and Citizenship** students study key questions that include:

- What are the freedoms and responsibilities of citizens in Australia's Democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

In **Geography** students begin with a focus on cartography skills. Students examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. The unit develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people. Currently the Geography area draws this study from an investigation into rainforests with a one-day field trip to Main Range National Park, Cunningham's Gap.

Assessment Types

- Research Journal
- Exam
- Field Report



Languages

The benefits of language study are multifaceted and significant in the lives of 21st century (lifelong) learners and emerging global citizens. Research outlines the importance of language study, regardless of fluency in an additional language and regardless of students' intentions of future careers or travel prospects. Students will study both French and Japanese for one term each across Years 7 and 8.

The study of another language benefits students in a number of ways. It gives them a skill for use either when travelling overseas or in the workplace – for example in the fields of commerce, banking or tourism. The development of such a skill not only provides enjoyment and a sense of achievement but also heightens awareness and understanding of other cultures and of language in general. Communication skills are enhanced and the command of English often improves as a result of studying another language.

FRENCH

In this unit students will consolidate their understanding of self-introductions while examining the themes of school and home life. They will learn a range of classroom vocabulary and begin to describe their family, neighbours and pets.

JAPANESE

In this unit students learn how to communicate in more detail on the topics of self and family, including pets, describing people, occupations and sports. They learn about interesting aspects of Japanese lifestyle and continue their study of hiragana and some kanji.

Assessment Types

- Exam - combination response



Learning Enrichment

Learning Enrichment at St Ursula's College is transdisciplinary, with layers of support provided across the College community. This support is provided through

- Effective teacher pedagogy
- Planning for the unique and diverse needs of our learners across curriculum areas
- Quality differentiated teaching practices
- Teacher aide support
- Additional support and interventions as identified through a collaborative approach.

The delivery of Learning Enrichment is

- a collaboration between parents, students, specialist staff, teacher aides, classroom teachers, boarding supervisors, and a range of ancillary staff across the College.
- Informed via student academic data, additional academic testing, specialist reports, external specialist reports provided by parents

We encourage ongoing collaboration and communication with parents. If you have concerns regarding your child's progress, please communicate with the Director of Learning Enrichment, Shelley Stokes via email: sms@st-ursula.qld.edu.au

In consultation with the Director of Learning Enrichment, students in Year 7 and 8 may choose to be in our WRAP program, in place of a Language.

WRA: Writing Reading Advancement Program

This program bolsters the learning of literacy skills through opportunities to further develop skills in speaking, listening, reading, writing and creating whilst providing students opportunity and time to consolidate curriculum concepts from their other subject areas.

In this program, students will also have opportunity to develop skills in technology, organisation and planning, alongside promotion of a students' sense of positive self-identity. Students will additionally be provided a layer of support to complete classroom assessments. Opportunities to further develop important skills of working in small groups and independent study are provided.

The WRAP program is tailored to the needs of the group.

Mathematics

Mathematics is a core subject with students completing two semesters in Year 8. The Mathematics curriculum at St Ursula's College is underpinned by the expectations of ACARA, whilst always striving to cater for the varying needs of our students. In Year 8, students are encouraged to improve their numeracy skills and develop their understanding of the fundamental concepts of mathematics.

Students who found the key concepts of the Year 7 course challenging may be provided the opportunity to complete a modified Year 8 course. This is a specially designed course to provide these students with increased success in mathematics by focusing on the basics and the less abstract aspects of this subject.

Semester 1

In Semester 1, students study Integer operations, Fractions, Decimals, Percentages, Introduction to Algebra, Ratio, Rate and Measurement.

Semester 2

In Semester 2, students study Area, Volume, Linear relationships and their graphs, Linear equations, Geometry, Probability and Statistics.

Throughout Year 8 Mathematics the teaching, learning and assessment will be informed by the Proficiency Strands identified by the Australian Curriculum and enable students to develop:

- **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.

Assessment Types

- Assignment
- Written exam
- MATHTRAK



Religious Education

The vision for Religious Education at St Ursula's College is to challenge students to live the gospel of Jesus and to be literate in the Catholic and broader Christian context so that they may participate critically and authentically in faith contexts and be a voice in the wider world.

Religious Education seeks to develop the religious literacy of students, so that they might participate critically and authentically in contemporary culture. Students become religiously literate as they develop the knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society.

Religious literacy should not be confused with religious knowledge. Religious literacy encompasses a set of ongoing activities and interactions among people. These include ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting, and writing in a variety of religious and secular contexts. Religious Education at St Ursula's College invites students to see their life story in relation to the whole Christian story. It involves developing the capacity to reflect on one's own life experiences and to grow in self-awareness, as well as developing knowledge and appreciation of the experience of others and of different religious ways of seeing reality. It includes learning about God's love, the sacredness of life and the richness of the Christian faith tradition.

Year 8 Religious Education

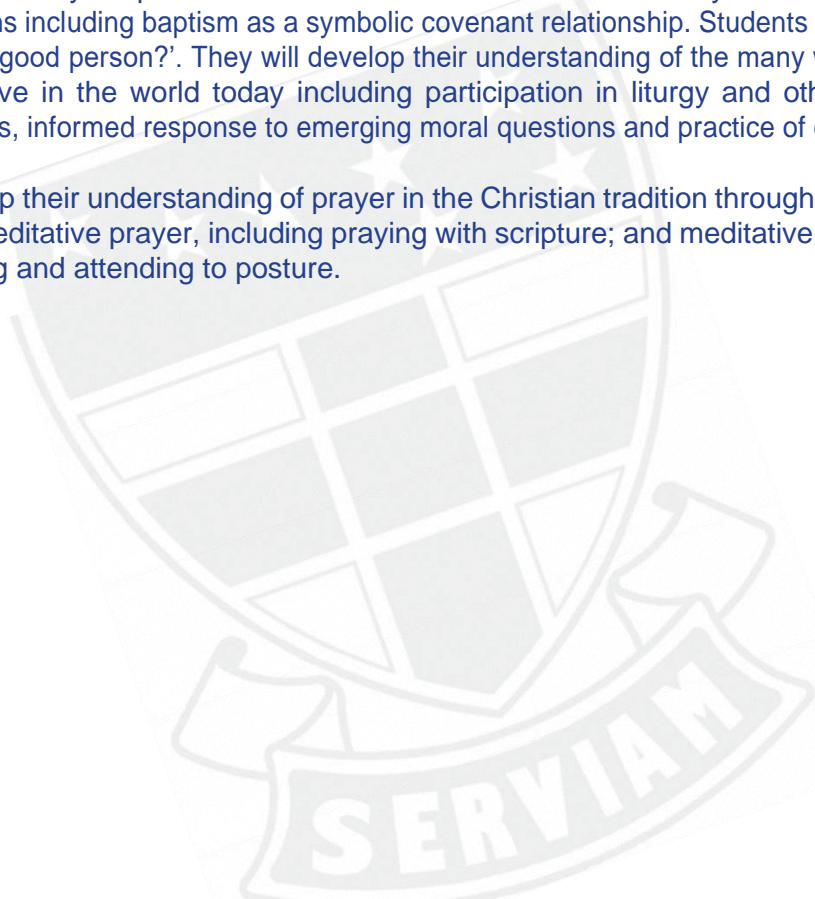
In Year 8, students explore the Christian belief in God's saving plan for all of creation and ways in which believer's past and present are part of this plan through their faith and actions in the world. Students are introduced to the significant change and continuity faced in the Church from c. 650CE – c. 1750 CE and the influence that significant people, groups and ideas had on this change.

Students will also engage with key scriptural themes of covenant and initiation. They will investigate initiation rites in the Abrahamic religions including baptism as a symbolic covenant relationship. Students will also reflect on the question, 'What makes a good person?'. They will 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 and practice of cardinal virtues.

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 centered breathing and attending to posture.

Assessment Types

- Presentations
- Assignments
- Projects
- Extended responses
- Research journals
- Tests



Science

Science is a dynamic, collaborative and future-focused field of human endeavor that has emerged from a need to understand natural phenomena. Studying science contributes to the development of a sense of wonder and engagement with the natural world. To have an informed voice in charting the future of society students need to be scientifically literate. Scientific literacy is a way of thinking and a way of viewing and interacting with the world that is developed through engaging in the practical and analytical approaches of scientific inquiry.

In Year 8, students consider:

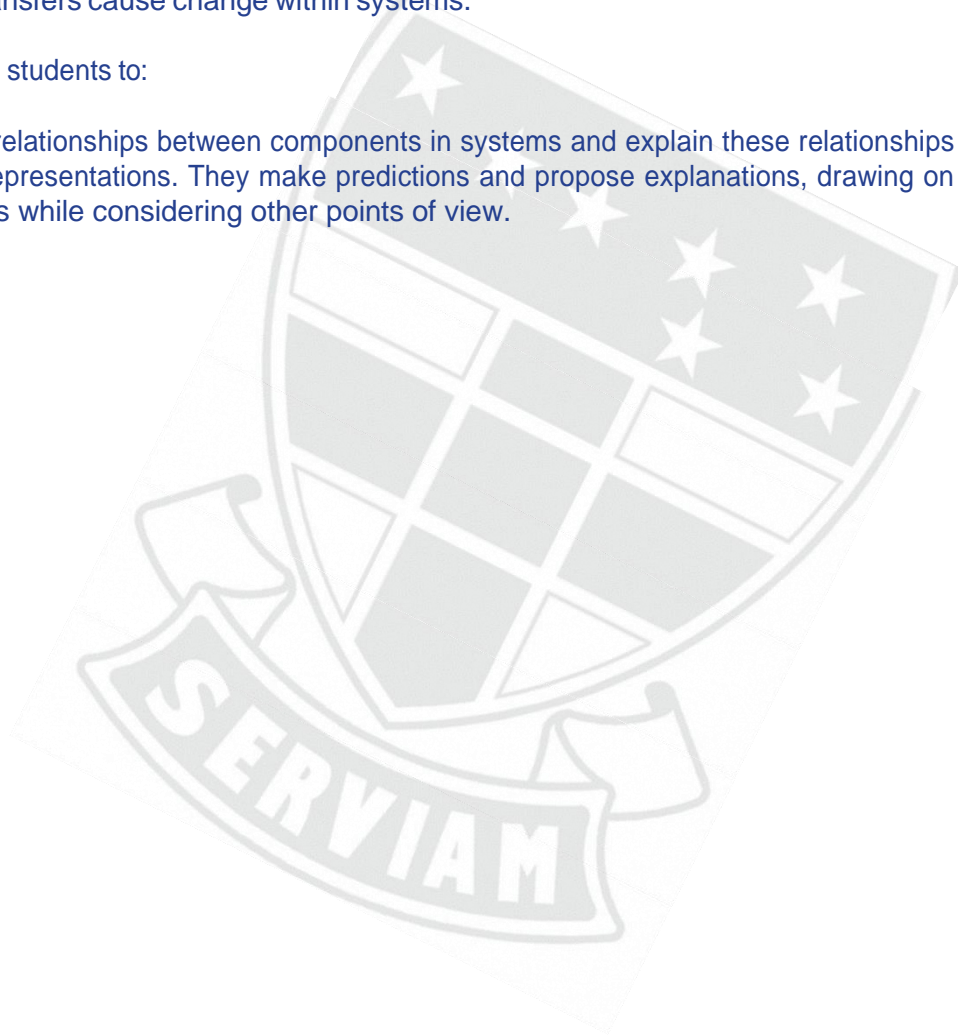
- Cells are the basic units of living things; they have specialised structures and functions. Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce.
- Properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.
- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.
- Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems.

The Year 8 course in Science allows students to:

- 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 while considering other points of view.

Assessment types:

- Test
- Experimental report
- Research assignment



Technologies

Technologies are studied across Years 7 and 8. By the end of Year 8 all students will have studied the two Technologies areas of: 1. Digital Technologies, and 2. Design and Technologies, incorporating Food Specialisation, Materials Specialisation and Engineering Principles and Systems.

Students in Year 8 will complete two Technology units that are each one term long. These subjects will incur a term levy.

TDT801: Digital Technologies

This unit allows the students to build on their programming skills and to incorporate them into solving real world problems by integrating them with Arduino hardware - all while developing problem-solving, collaboration, persistence, and computational thinking skills.

Design and Technologies

TFS801: Food Specialisation

This unit introduces students to a range of basic food and design related concepts, skills and activities based around the concept of developing food designs in response to weekly challenges. The design process and food literacy will underpin challenges. Students develop knowledge and skills relating to nutrition, food preparation skills, safe and hygienic work practices, and documenting the design process using digital technologies.

TMS801: Material Specialisation

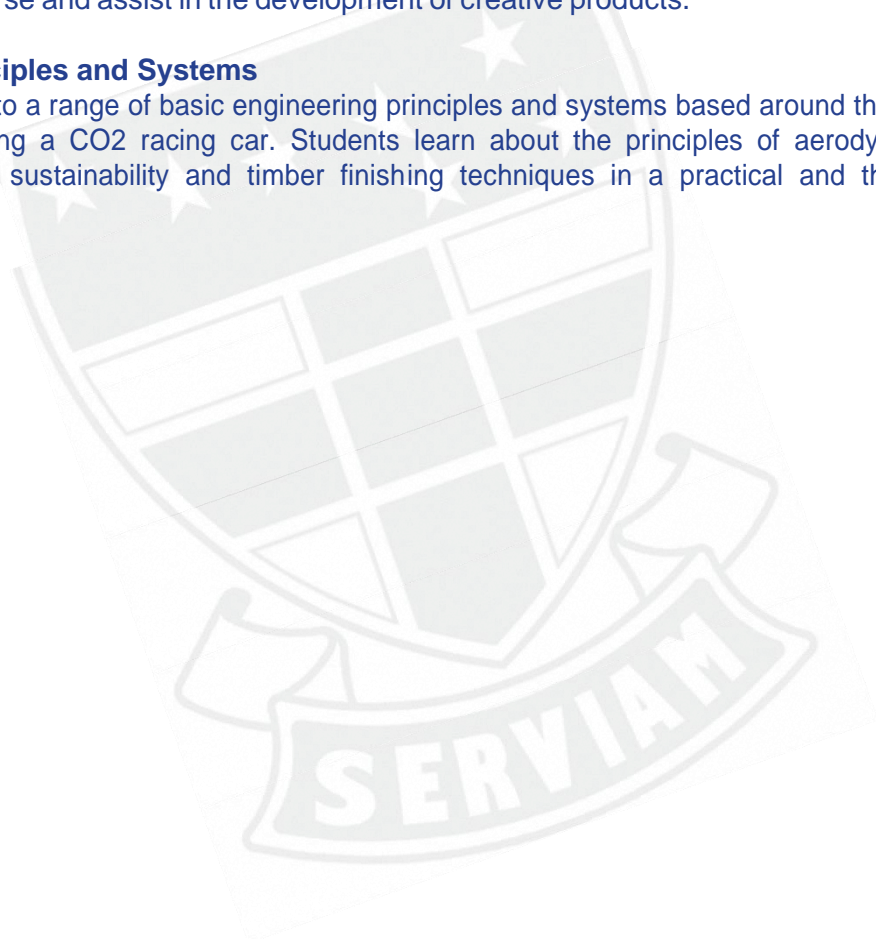
This unit introduces students to a range of basic textile and design related concepts, programs, skills and activities based around the world of Textile Design. The processes of designing and making with fabric to create a product will play a key role in the development of skills in textile construction and embellishment. The design process will underpin activities in the course and assist in the development of creative products.

TES801: Engineering Principles and Systems

This unit introduces students to a range of basic engineering principles and systems based around the concept of designing, testing and creating a CO2 racing car. Students learn about the principles of aerodynamics, the engineering design process, sustainability and timber finishing techniques in a practical and theory based classroom environment.

Assessment types:

- Journal
- Practical
- Examination



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