

# YEAR 8 CURRICULUM BOOK

## 2024



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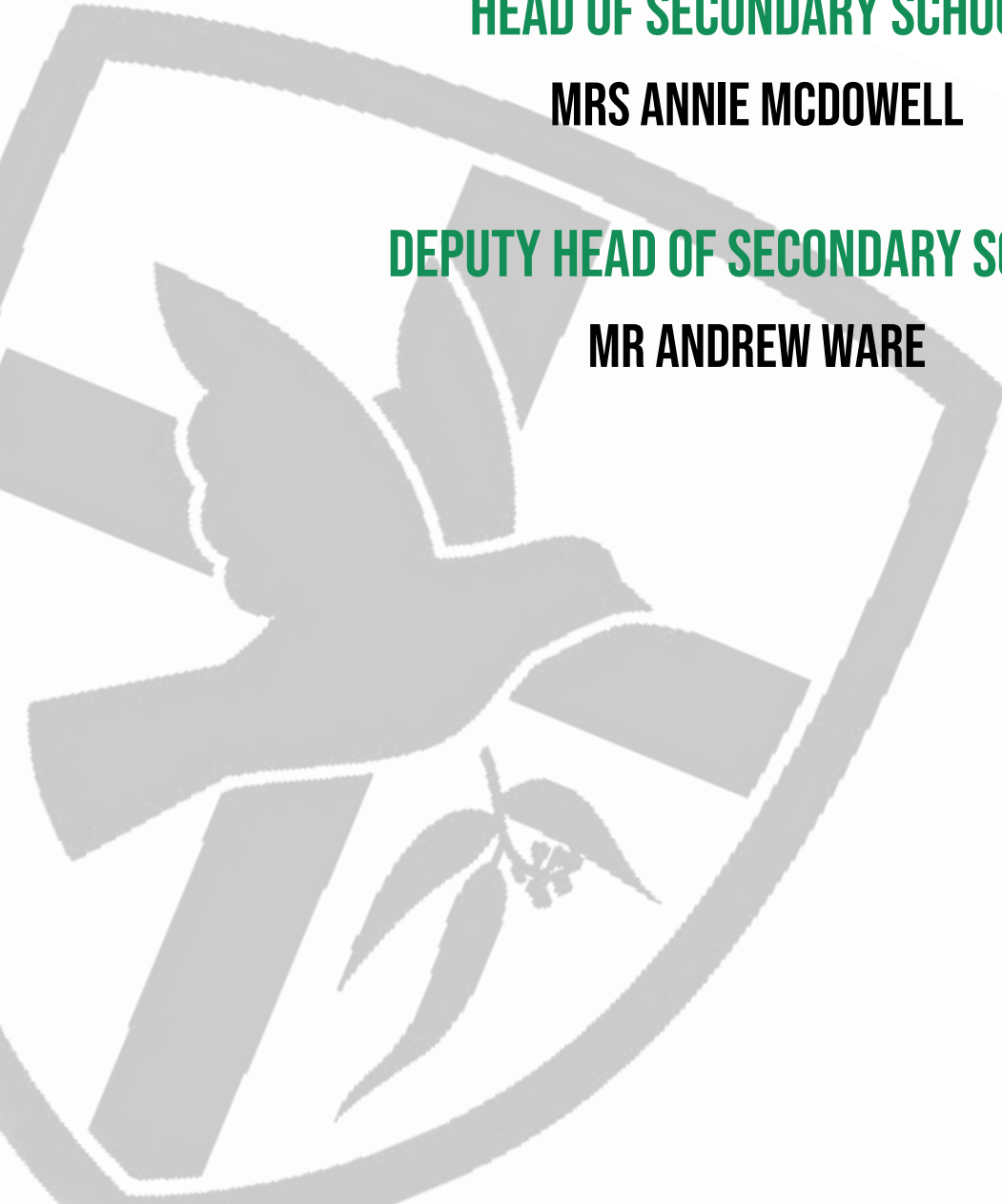
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# TABLE OF CONTENTS

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## **CURRICULUM & STRUCTURE ..... 4**

TIMETABLE STRUCTURE.....	5
PERIOD ALLOCATIONS.....	6
STUDY & HOMEWORK EXPECTATIONS.....	7
WELLBEING.....	8

## **YEAR 8 CORE SUBJECTS ..... 9**

CHRISTIAN STUDIES.....	9
ENGLISH.....	10
HEALTH.....	11
HUMANITIES.....	12
LOTE - FRENCH.....	13
MATHEMATICS.....	14
PHYSICAL EDUCATION.....	15
SCIENCE.....	16

## **YEAR 8 SPECIALIST SUBJECTS ..... 17**

PUSH.....	17
SPECIALIST ROTATIONS.....	18
ART.....	19
DRAMA.....	20
FOOD TECHNOLOGY.....	21
MUSIC.....	22
OUTDOOR EDUCATION.....	23
ROBOTICS.....	24
VISUAL COMMUNICATION.....	25
WOOD TECHNOLOGY.....	26

*THE INFORMATION CONTAINED IN THIS BOOKLET WAS CORRECT AT THE TIME OF PUBLISHING.  
SUBJECTS, COURSE CONTENT AND OTHER PROCEDURES MAY CHANGE FROM TIME TO TIME.*

# CURRICULUM & STRUCTURE

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The School as a whole, from the School Council to teaching staff, are committed to providing a curriculum that seeks to develop the God-given talents within your child, acknowledging that these gifts have been nurtured by parents and carers through the early developmental years. Our ethos, 'Act justly, love mercy, walk humbly with our God.' (Micah 6:8) encapsulates Christian virtues that are cultivated in partnership between the student, the family and the School.

Throughout their time at BHCS, there is an emphasis on the care of the student as a whole person. We have a desire to see students develop a love of learning while developing their faith through the Christian story, community and character.

Our vision is to see excellent education in a Christ-centred environment, where the lives of our students are transformed. We believe this transformation takes place through students understanding their value in God, by helping them to achieve success, while developing their self-esteem. The curriculum encourages academic excellence by encouraging students to be independent thinkers and inspiring them to become creative problem solvers and life-long learners.

The School seeks to make a strong link between real world issues and the Bible's relevance in young people's lives. The application of this is practical and experiential, offering students the opportunity to engage in the Biblical principles of restorative justice. Our values of 'Love, Service, Generosity, Perseverance and Gratitude' are woven throughout our curriculum with a focus on being able to apply these Christian principles to the complexities of everyday life.

This book provides details about the Year 8 curriculum offered. A variety of assessment procedures will be implemented throughout Middle School for students in order for them to demonstrate their knowledge and acquired competencies, as well as allowing them to display their innate talents.

**KNOWING CHRIST | INSPIRING LEARNERS | TRANSFORMING LIVES**



# CURRICULUM & STRUCTURE

## TIMETABLE STRUCTURE

The School's timetable consists of six 50-minute periods per day on a 10-day cycle.

MIDDLE & SENIOR SCHOOL TIMETABLE		
	START	FINISH
<b>Devotions</b>	<b>8.45am</b>	<b>9.00am</b>
<i>Changeover</i>	<i>9.00am</i>	<i>9.05am</i>
<b>Period 1</b>	<b>9.05am</b>	<b>9.55am</b>
<i>Changeover</i>	<i>9.55am</i>	<i>10.00am</i>
<b>Period 2</b>	<b>10.00am</b>	<b>10.50am</b>
<i>Recess</i>	<i>10.50am</i>	<i>11.10am</i>
<b>Period 3</b>	<b>11.15am</b>	<b>12.05pm</b>
<i>Changeover</i>	<i>12.05pm</i>	<i>12.10pm</i>
<b>Period 4</b>	<b>12.10pm</b>	<b>1.00pm</b>
<i>Lunch</i>	<i>1.00pm</i>	<i>1.40pm</i>
<b>Period 5</b>	<b>1.45pm</b>	<b>2.35pm</b>
<i>Changeover</i>	<i>2.35pm</i>	<i>2.40pm</i>
<b>Period 6</b>	<b>2.40pm</b>	<b>3.30pm</b>



# CURRICULUM & STRUCTURE

## PERIOD ALLOCATIONS

SUBJECT	PERIOD ALLOCATION (10 day cycle)
<b>CORE SUBJECTS</b>	
Christian Studies	2
English	9
Health	1
Humanities	7
LOTE (French)	4
Mathematics	9
Physical Education	4
Science	6
Wellbeing	2
<b>SPECIALIST SUBJECTS</b>	
PUSH	4
<b>ROTATION SUBJECTS</b> (1 of each per semester)	
Art / Outdoor Education	3
Drama / Visual Communication	3
Food Technology / Music	3
Robotics / Wood Technology	3
<b>Total</b>	<b>60</b>



# CURRICULUM & STRUCTURE

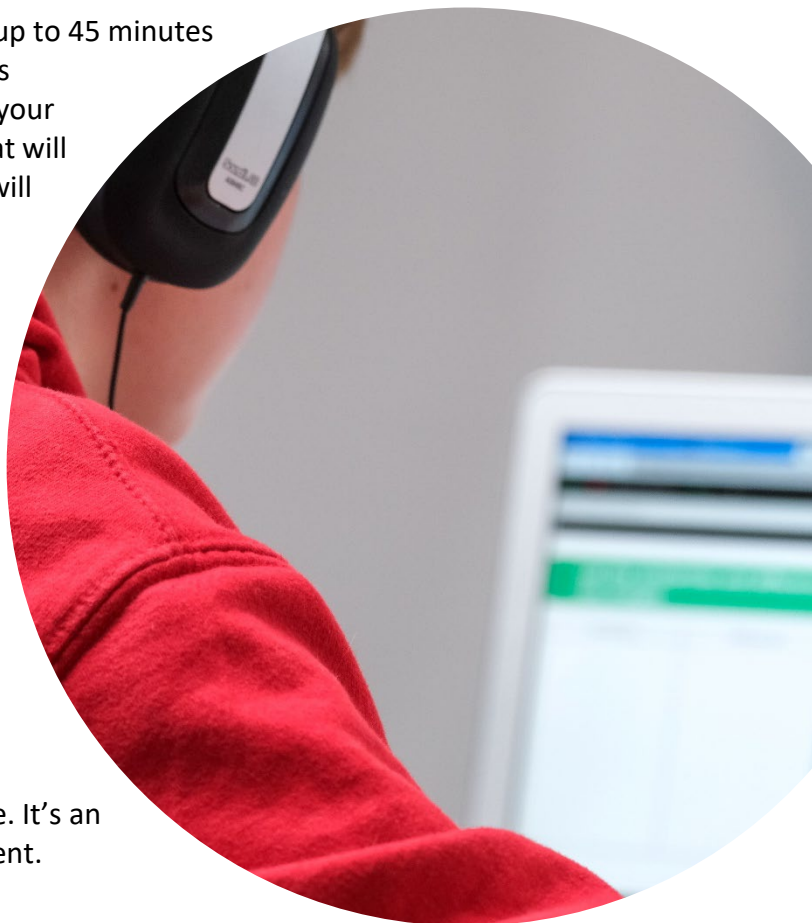
## STUDY & HOMEWORK EXPECTATIONS

Students in Year 8 will be encouraged to spend up to 45 minutes in total per night across all subjects on weekdays completing study and homework. This will help your children learn important organisational skills that will assist in their future learning. Homework tasks will be varied and relate to the curriculum being taught within the classroom. Homework tasks may be available from the Learning Management System. Should this be the case, families will be given access to this.

Homework will not be set every night by the subject teachers, and there are many other ways in which students can use their homework time.

The students are encouraged to also use their study time to study for an upcoming test, participate in some wider reading and/or plan ahead towards an assignment.

Remember to never overlook quality family time. It's an important part of your child's overall development.



# CURRICULUM & STRUCTURE

## WELLBEING

BHCS has implemented a fortnightly wellbeing class that includes discussions about current social issues through the lens of a Christian worldview. This is facilitated by the Homeroom Teacher. Wellbeing lessons are designed to promote the physical, emotional, and spiritual health of students in Secondary School.

The School's Christian worldview is integrated into the wellbeing program through emphasising the importance of nurturing a relationship with God and developing a biblical perspective on mental health and wellbeing. This helps students and staff to understand that mental health is not just about managing symptoms, but about cultivating a healthy relationship with God and with others.

The wellbeing program also emphasises the importance of community and social connections. Students and staff are encouraged to participate in extracurricular activities, assemblies with guest speakers, BOOM days and whole-school events, which provide opportunities for social engagement and personal growth. This supports students in building a sense of belonging and support within the school community.

Overall, the wellbeing program is designed to promote a holistic approach to mental health and wellbeing, incorporating evidence-based strategies and a Christian worldview. By providing students and staff with the tools and support they need to maintain good mental health, BHCS is helping to create a culture of resilience, kindness, and compassion within the student body.





# YEAR 8 CORE SUBJECTS

## CHRISTIAN STUDIES

### OBJECTIVES

- To enable students to explore and understand the Christian faith and the Biblical story in a way that is meaningful to their lives.
- To empower students to reflect on their own past, present and future and to shape a life that aligns with God's story about themselves, others and the world.
- To create the space for students to experience Christian community and experiment with Christian acts of kindness and service towards others.

### CONTENT

- The course explores a range of stories from the Old and New Testaments of the Bible.
- It asks students to engage in a range of practices relates to the exploration of Christian faith.
- Through exploring the stories of the Bible and experimenting with different practices, students are encouraged to engage meaningfully and holistically with the Christian faith, whether they consider themselves Christian or not.
- Students will be expected to demonstrate an understanding of the big themes, ideas and story-arc of the Christian story as revealed in the Bible.

### ASSESSMENT

Students' assessment is based on the following:

- Participation in class work and exercises.
- Completion of a range of questions and reflections on the Biblical story.
- Reflection on how the Christian story connects to their life.
- Project work and other presentations.



# YEAR 8 CORE SUBJECTS

## ENGLISH

### OBJECTIVES

- To develop confidence and competence in writing, by hand and using a computer, for a range of purposes and audiences and in a variety of forms
- To help students enjoy, comprehend and develop critical appreciation of a range of print and non-print texts
- To help students effectively express a personal response to a range of texts in a variety of forms
- To help students critically consider a range of material on matters of personal and public interest
- To extend the students' ability to listen and to communicate orally.

### STUDIES INCLUDE:

- Short Story Unit - Compare and contrast
- Book Report
- English Novels
- Film Study
- Persuasive Writing Unit

### CONTENT

#### READING AND VIEWING

A range of texts will be introduced in the classroom. Several texts will be studied formally during the course. One of these will be a film. Students will be encouraged to read widely outside of the normal program.

#### WRITING

Writing will be presented as a process involving a number of steps. Personal writing will explore the craft of poetry and a range of prose styles including narrative, argumentative, informative, and descriptive. Responses to literature will be creative as well as expository.

#### SPEAKING AND LISTENING

Students will participate in whole class and small group discussions. Opportunities will also be provided for all students to give speeches, formal and impromptu, and engage in debates.

### ASSESSMENT

Students' assessments are based on the following:

- Written and oral assignments concerned with the literary texts studied, including essays and book reports
- Oral language development, and progress in their listening and reading skills
- Interest and enthusiasm in class, willingness to participate, completion and submission of work on time, and general attitude to the subject



# YEAR 8 CORE SUBJECTS

## HEALTH

### OBJECTIVES

- To analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences.
- To analyse how stereotypes, respect, empathy and valuing diversity influence relationships.
- To analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied both online and offline.
- To analyse health information and messages and propose strategies that enhance both their own, as well as others' health, safety, relationships and wellbeing.

### CONTENT

To achieve the outcomes above, the following units are studied:

- Valuing diversity
- Staying healthy
- Seeking help

### ASSESSMENT

The assessment methods will include a range of in-class tasks, as well as external tasks, such as investigations, reports and development of new and innovative ideas.



# YEAR 8 CORE SUBJECTS

## HUMANITIES

### OBJECTIVES

- To develop geographic skills that students will need in later years.
- To examine some environmental issues.
- To introduce students to information resources available and provide practice at using them.
- To provide awareness of how historians, archaeologists, anthropologists and sociologists seek an understanding of human activity.
- To increase students' knowledge of how present and past societies have functioned and how they have shaped the lives of individuals.

The classes will be an equal mix of core learning and assessment pieces as well as student directed matrix tasks. The matrix is a grid of carefully selected assessment tasks which allows the students to explore the topics which most appeal to them, while also providing opportunities for deep level thinking for a variety of different learners.



The basis for the matrix is drawn from the studies of educational theorists Howard Gardner and Benjamin Bloom who believed that work should be differentiated to cater to the students' individual learning styles and that students had to progress through different levels of thinking to create lifelong and meaningful learning.

### CONTENT

- Medieval Europe
  - The early modern world, C. 590 – C. 1600
- Polynesian Expansion across the Pacific
  - C. 700 – C. 1756
- Changing Nations
  - Multiculturalism and Migration to and within Australia
- Landforms
  - Locating landforms, identifying surface shapes, investigation moving earth

### ASSESSMENT

- Students must participate in class discussions and activities. Research work may be carried out in co-operative learning groups or on an individual basis, depending on the area of study.
- In each term, students will be assessed on assessment tasks such as research assignments, quizzes, and practical field assessments.



# YEAR 8 CORE SUBJECTS

## LOTE - FRENCH

The course is designed for students who have not studied French previously, as well as those who have learnt French at the Primary level.

### OBJECTIVES

- To help students develop a proficiency with the communication skills of a second language
- To develop a better understanding of French speaking people and of their way of life
- To help students gain a better understanding of their own language and of how language works in life
- To help students develop an appreciation of cultural diversity and plurality

### CONTENT

In Year 8, the course continues the communicative approach. While listening and speaking continue to be the basis, reading and writing are increasingly important as aids to learning.

Topics presented in Year 8 are:

- Food
- Giving directions
- Time
- Transport
- Holidays
- Weather

### ASSESSMENT

Students' assessment is based on the following:

- Class work
- Bookwork
- Assignments
- Tests
- Oral work



# YEAR 8 CORE SUBJECTS

## MATHEMATICS

### OBJECTIVES

To enable and encourage students to:

- Consolidate and extend mathematical skills and concepts in Number, Space, Measurement, Chance and Data, and Algebra.
- Apply their mathematical knowledge to the solution of mathematical problems in unfamiliar situations.
- Investigate mathematical topics in projects.
- Contribute positively to cooperative group work.
- Be independent learners and be responsible for their learning.

### CONTENT

Content covers the three strands within the Mathematics curriculum, and includes the following unit topics:

- Integers
- Order of Operations
- Points on a Plane
- Algebra - expansion and 'like' terms
- Estimation and Measurement of Area and Volume
- Linear Equations
- Index Laws (positive powers)
- Rational numbers, fractions and decimals
- Data collection, representation and analysis
- Probability
- Application of percentages

### ASSESSMENT

Students' assessment is based on the following:

- Unit tests
- Ability to solve problems
- Project work
- Attitude and effort in class.



# YEAR 8 CORE SUBJECTS

## PHYSICAL EDUCATION

### OBJECTIVES

- To apply and transfer movement skills and movement concepts across a range of situations.
- To implement and evaluate the effectiveness of movement strategies on movement outcomes.
- To propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes.
- To select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

### CONTENT

Students complete the following units to achieve the objectives above:

- My favourite game
- Throwing, catching and kicking
- Net/wall games
- Athletics
- Health-related fitness
- Invasion games
- Gymnastics
- Striking and fielding games

### ASSESSMENT

The assessment methods will include:

- Observation
- Performance assessments
- Peer assessments
- Written reports



# YEAR 8 CORE SUBJECTS

## SCIENCE

### OBJECTIVES

- To develop curiosity about the natural world.
- To encourage students to develop an appreciation of scientific ways of looking at the world.
- To help students acquire the practical skills necessary to investigate natural phenomena both inside and in the outside world.
- To develop the students' capacity to communicate their knowledge of science effectively.

To expand the students' base of factual and conceptual knowledge of the physical world.

### CONTENT

The topics studied in Year 8 include:

- Cells
- States of matter
- Elements, compounds and mixtures
- Chemical reactions
- Electricity
- Ecology

### ASSESSMENT

Students are required to enter fully into every aspect of the course, developing their potential to the fullest extent.

The range of assessment methods will include:

- Project work
- Written work - both research and practical activities
- Unit tests





# YEAR 8 SPECIALIST SUBJECTS

## PUSH

### OVERVIEW

PUSH has been developed around the idea of physical exertion prior to academic rigour in order to focus a student's attention amongst the many distractions in the classroom. It is well documented that the benefits of exercise and general fitness are linked to social and emotional wellbeing. Research has shown that academic focus and performance are improved when we exercise, due to the increased brain activity.

This program divides the year level into four groups that rotate through four different activities throughout the year. For two periods every week, students will engage in one of these activities, challenging them both physically and mentally. The activities include Bike Education, Cross-Training, Strength and Conditioning and Boxing. All four of these activities are aimed at stretching the students to push themselves to their limits and engage in an active curriculum.

### VALUES

#### CHARACTER DEVELOPMENT

- Virtues
- Embodied strengths
- Tangible change
- Development stage appropriateness

#### COMMUNITY & BELONGING

- Celebration of achievements
- Culture of encouragement
- Empathetic responses in a positive way
- Reducing the teacher/student divide
- Breaking down cliques

The PUSH program is designed to get the most out of each student, challenging them individually. Compulsory attendance and participation in these physical activities is a part of the curriculum. If a student has an injury, we will differentiate where relevant so they can continue to participate in each activity throughout the year.



# YEAR 8 SPECIALIST SUBJECTS

## SPECIALIST ROTATIONS

Students at Year 8 will undertake a number of different specialist subjects during the course of the year to further enhance their learning and education. The duration for these subjects is usually one semester. Typically, these subjects could include the following:

- Art
- Drama
- Food Technology
- Music
- Outdoor Education
- Robotics
- Visual Communication
- Wood Technology

*Please note: Classes being offered are subject to a number of factors, including staffing and student interest. These rotation subjects may change from time to time, and may not be reflected in this booklet at the time of the change. Information will be communicated to families as it becomes available.*



# YEAR 8 SPECIALIST SUBJECTS

## ART

### COURSE DESCRIPTION

This course is intended to inspire students in to explore, experiment and interpret their world through art with awe and wonder.

Flexibility and student choice are corner stones of our art curriculum to allow students to best express themselves. Students are taught a variety of techniques across a broad range of art forms including: Ceramics, printmaking, fibre art, painting, drawing and mixed media.

Students undertake the development of a folio, based on their personal passion. Throughout this process critical thinking and problem-solving skills are forged.

Art appreciation is embedded in student research covering art elements & principles, materials and techniques, interpretation of subject matter and communication of ideas and meanings.

Each student's folio culminates in a class presentation and an art exhibition of their work.

### CONTENT

- Development of a personal passion project/folio
- Application of art principles
- Further advanced trialling and experimenting of materials and techniques
- Class presentation and art exhibition

### ASSESSMENT

The following areas are assessed:

- Effort
- Attitude
- Application of skills
- Participation/engagement
- Critical thinking
- Problem Solving



# YEAR 8 SPECIALIST SUBJECTS

## DRAMA

### COURSE DESCRIPTION

During this course students will be introduced to basic concepts in drama and theatre, as well as developing personal skills in voice, movement and acting. This course aims to develop an understanding of how drama can be used in a variety of situations. It also gives the students an opportunity to explore their own creativity and increase confidence in their ability.

The course is highly practical, skills based, with a focus on students as performers of drama as well as critics of dramatic performance.

### CONTENT

- Character development and role - play
- Improvisation games and Theatresports
- Neutral mask theatre
- Japanese Noh Theatre
- Silent Film
- Performance viewing and analysis

### ASSESSMENT

End of semester reports assess:

- Active participation
- Imagination and creativity
- Expressive skills
- Co-operative group work
- Performance



# YEAR 8 SPECIALIST SUBJECTS

## FOOD TECHNOLOGY

### COURSE DESCRIPTION

This course is designed to assist students in developing basic practical skills in Food Technology and to equip students with invaluable skills for life.

The Semester-long unit is designed to develop confidence when working in a practical setting. It provides students with the opportunity to experiment with various methods of cookery, and the opportunity to develop cookery skill techniques. The course incorporates both skills-based practical work in the kitchen along with theory work in the classroom.

### CONTENT

Topics for this subject include:

- Principles of safety and hygiene in the kitchen
- Kitchen fundamentals: measurement of ingredients, reading a recipe, creating a work plan
- Methods of food preparation and cookery
- Sensory analysis of food
- The nutrient groups of protein, carbohydrates, fats, vitamins and minerals
- The Healthy Eating Pyramid as a guide to food selection
- Responding to design briefs

### ASSESSMENT

Assessment will be based on:

- Research and Assignment work
- Practical work



# YEAR 8 SPECIALIST SUBJECTS

## MUSIC

### COURSE DESCRIPTION

The course aims to provide a valued and enjoyable musical experience. It aims to increase creativity, and to provide students with an appreciation of music. Those students who have existing musical knowledge will have that knowledge expanded, and compositional/improvisatory techniques will be included.

Many students have not had the experience of learning or playing an instrument before. A large focus of the experience is to encourage a 'growth mindset'.

### CONTENT

Each student has an opportunity to undertake the music program. This is an exciting opportunity to be involved in working together to explore, learn and create music. Each student will spend time playing one of the following instruments:

- Clarinet
- Flute
- Saxophone (Alto & Tenor)
- Trombone
- Trumpet

Instruments are taken home (after a small fee and contract are handed in), and students are responsible for practising and caring for their instrument.

Students participate in both small group ensemble, as well as band. Ensemble sessions comprise of small group tuition with a focus on music theory and technique. Students work through rhythm exercises and short pieces, as well as the larger pieces of music that the entire band plays. During the band session, the students learn to appreciate each other, as well as develop their listening and performance skills – all leading towards a performance at the end of the semester.

### ASSESSMENT

Assessment is based on:

- Practical work
- Class participation
- Performance



# YEAR 8 SPECIALIST SUBJECTS

## OUTDOOR EDUCATION

### COURSE DESCRIPTION

Outdoor Education provides experimental learning opportunities for students to develop their relationships with self, others, and the environment. It aims to inspire and equip students to recreate safely and skilfully in the outdoors in order to support their physical, mental, emotional and spiritual health.

### CONTENT

Students will have an opportunity to:

- Experience a range of natural environments
- Build an appreciation of the outdoors
- Develop a responsible environmental ethic
- Have experiences that will be personally meaningful.

### ASSESSMENT

The assessment methods will include a range of tasks, including research, written work, reflection tasks, participation and practical activities.



# YEAR 8 SPECIALIST SUBJECTS

## ROBOTICS

### COURSE DESCRIPTION

Students have an opportunity to explore the world of coding and robotics. Digital citizenship, engineering and coding are combined to empower students to design, construct and program robots. Students learned about their digital life, social media, cyberbullying and online scams. They developed coding skills at their own pace by problem-solving a range of challenges and complex problems.

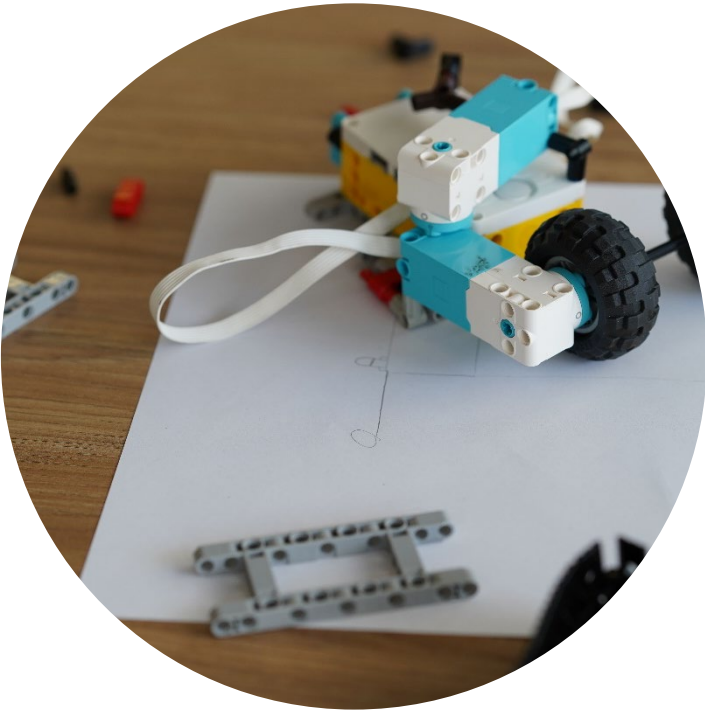
### CONTENT

Students work in small groups to complete challenges using block coding in an online environment and then apply it to real robots that they construct and program using Lego Mindstorm kits. They will develop an understanding of sensors and actuators and apply problem solving skills as they tackle various challenges, which could include car design for maximum speed, and various obstacle avoidance races and battles. Students will also explore wise use of technology, and identifying and avoiding online phishing scams, among other topics.

### ASSESSMENT

Assessment is based on:

- Small group work
- Participation
- Application of problem-solving skills
- Completion of set practical tasks





# YEAR 8 SPECIALIST SUBJECTS

## VISUAL COMMUNICATION

### COURSE DESCRIPTION

This course aims to develop knowledge of the design elements and design principles where they are evident in our world. Students are encouraged to explore and understand how elements, principles, the design process and design thinking techniques are skilfully applied to create 2 and 3 dimensional drawings; both manually and digitally. Students also investigate the work of other designers and foster constructive criticism to ascertain whether messages are clearly communicated to different audiences.

### CONTENT

- Introduction and experimentation with the design principles
- Expansion and trialling 3D manual and digital drawing methods
- Explanation and application of the design process
- An expanded folio of 2D and 3D drawing exercises and tasks

### ASSESSMENT

The following are assessed:

- Two-dimensional drawing tasks and exercises
- Three-dimensional drawing tasks and exercises
- Manual and digital design tasks and exercises
- Analysis of another designer's work



# YEAR 8 SPECIALIST SUBJECTS

## WOOD TECHNOLOGY

### COURSE DESCRIPTION

The Wood Technology course aims to introduce students to the skills involved in designing, making and evaluating items. At first considerable guidance and instruction will be needed but as the students progress, the aim is to make them capable of working independently.

### CONTENT

Content for Wood Technology includes the following:

- Students begin by appreciating the need for a safe environment; learn about hand tools, their use and the skills related to them.
- The students are also introduced to simple design and problem solving.
- Because the students are involved in the design process they tend to be more motivated and interested in their work.
- Within their practical work, students will be involved with: design, communication of ideas, characteristics of materials, processes for working, tools and equipment.
- Practical hands-on project
- Google Sketch-Up
- Introduction to using a sander

### ASSESSMENT

Assessment is based on:

- Major production project
- Construction and finishing skills
- Notebook
- Test



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# **YEAR 8 CURRICULUM BOOK**

## **BELGRAVE HEIGHTS CHRISTIAN SCHOOL**

**OF THE PRESBYTERIAN CHURCH OF VICTORIA INC. (A0016947K)**

