



**YEAR 8
ELECTIVE HANDBOOK
FOR 2018**

Year 8 at St Luke's College

All students will study a core of subjects for the whole year consisting of:

- Religious Education
- English
- Humanities and Social Sciences
- Mathematics
- Science
- Physical Education
- Health Education

In addition to these core subjects, students will be able to study four additional subjects of their own choosing over the course of the year. These elective subjects will be studied for one semester; two in Semester 1 and another two in Semester 2.

The purpose of this booklet is to give an insight into the nature of these elective subjects so that students can make an informed choice, taking into account the nature of the content as well as the expected assessments and levels of achievement.

The elective subjects come from the following Learning Areas:

- The Arts
- Technology and Enterprise
- LOTE
- Physical Education
- Science

IN SOME SUBJECTS THERE IS A COURSE FEE TO COVER CONSUMABLES, TRANSPORT AND FINISHED PRODUCT.

Our timetable is driven by student selection. The electives will run based on student choice.

Art

Students have opportunities to use and apply visual language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artworks with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. The program includes units in drawing, painting, printmaking, design, ceramics and masks. Students are encouraged to use a range of different media, acrylic and water colour paints, chalk and oil pastels, inks and coloured pencils as well as print-making materials. Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artworks. The program promotes students to apply knowledge of techniques used by other artists, in the production of their own artworks. They learn about Art styles such as: Aboriginal and Torres Strait Islander art, Asian art, contemporary Australian/international artists, craftspeople and photographers.



Drama

Students learn about improvisation, mime and verbal communication. They learn to utilise a range of theatrical skills including vocal variation, body movement, facial expression, projection, and play-building while drawing on their own experiences to generate dramatic works. The assessment tasks in this unit provide students with the opportunity to devise original work, perform and respond to, and reflect on, dramatic works of their own and of others. The drama forms and styles they learn about include children's theatre and realism.



Design and Technology

Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. By the end of Year 8 students will have had the opportunity to create designed solutions in Engineering principles and systems and Materials. Students will have opportunities to design and produce products from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.



Digital Technologies

Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping (Coding, Robotics, 3D printing); and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.



Media and Digital Photography

Media and digital photography is a practical, hands-on subject that uses a variety of technologies to create, analyse and respond to various media types, genres and styles. Students will develop practical and communication skills through a range of media activities that are highly interactive. The course will run over a semester and aims to prepare students for a future in a digital and interconnected world. Students will explore different software packages and applications, and use these to create digital texts. They will also study photography and the use of cameras creating photo stories. Students will learn about animation and create a short animated video clip. Part of the course also entails learning the skills of editing and producing quality visual texts. Are you interested in learning how to create content for film, television or online media? Then this is the course for you!



Food Awareness

“Every day we consume and use foods without knowing exactly what we are eating”. (2017, Brighton Kamen) This course is designed to help students develop their food preparation skills whilst understanding the nutritional needs of the individual. Students will be using their skills and understanding to create healthy meals suitable for individual and family settings. Serving family members with their final products. Assessment is ongoing and based on students fulfilling a series of outcomes. Homework requirements may vary according to the nature of the projects.



Specialised Sport

In this unit students will work collaboratively to explore, examine, experience and understand team sport. Sport Education in Physical Education Program (SEPEP) has developed as a model designed to appeal to all facets of student's abilities and experience relevant to the process of learning, not just the physical.

SEPEP seeks to change the typical pattern of classroom interaction, procedures and principles and to redefine the roles of teachers and students. As the ones who are in the class to learn,

students should be asking questions and determining the problems of knowledge that must be solved in order to study a topic in a way that makes sense to them. The aim is to maximise students' opportunities to learn by allowing them to ask questions, to obtain information relevant to these questions and to interpret this information in light of their experiences.

This model of instruction emphasises learner investment in the active search for information about sport (and life) relevant issues such as skills, rules, game strategies and social dynamics by collective action with peers, followed by interpretation of the information in such a way that eventually it can become knowledge for the students. Sports may include – Floorball, Touch rugby, Badminton, Volleyball, Basketball.

Assessment

Students are assessed on common outcome based criteria, reflecting the Health and Physical Education Australian Curriculum and WA Curriculum Framework Outcomes. Assessment may be in the form of written tests, oral presentations or practical evaluations.

Materials

The College Physical Education uniform, including tracksuit, the College hat, College bathers and College sports bag. It is expected that all students will wear appropriate running shoes.

*All items must be clearly labelled

STEAM

This elective is for those students who have shown a keen interest, and an aptitude for the sciences in year 8. The course will entail some freedom and flexibility for each student to pursue a particular field of science that interests them in an open ended investigation, that may result in them experimenting, constructing or simply researching, but at the completion presenting their findings. This is important as there is no point in discovering or creating something without then having the ability to present it to the wider community or peers in an informative, entertaining but educational manner. The students will be supported and encouraged to pursue their respective projects in a scientific manner that will greatly enhance their school learning, and may give them an insight into a future career.

The project that they work on will obviously make a large proportion of the assessed marks for the unit, however their ability to present these findings will also be assessed, to hopefully build each student's confidence in their own abilities.

