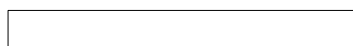


YEAR 8

CURRICULUM OUTLINE | 2018



Wilderness Middle School Curriculum 2018



Indicates all students take this subject



Elective subjects



Indicates prerequisites

Year 7	Year 8	Year 9
Art	Art	Art
		Textiles
Chinese (Mandarin)	Chinese (Mandarin)	Chinese (Mandarin)
Drama	Drama	Drama
English	English	English
	Enterprise and Innovation	Design Technology
French	French	French
Geography	Geography	Geography
Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
History	History	History
Mathematics	Mathematics	Mathematics
Multi Media	Multi Media	Multi Media
Music	Music	Music
Outdoor Education	Outdoor Education	Outdoor Education
		Philosophy
Physical Education	Physical Education	Physical Education
Science	Science	Science
SPARC	SPARC	
STEM	STEM	

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Learning for Life

Curriculum Outline

Wilderness provides a positive, nurturing, success orientated environment where we recognise and cater for individual differences. Our curriculum is constantly evaluated to ensure the best possible education to meet each girl's needs in our constantly changing world.

The Subject Flow Chart shows compulsory and optional subjects, prerequisites and subject offering for Year 7 to 12.

Art

Aims

This course aims to:

- encourage students to participate in and enjoy a range of art experiences
- develop students' confidence in making and evaluating art
- develop students' skills and introduce them to art concepts
- foster an appreciation and understanding of art within different cultural and historical contexts

Content

Themes include:

- An exploration of Still Life
- Approaches to Colour
- Australian Modernist Printmakers
- Ideas introduced by the Artist in Residence

Students have the opportunity to experience working with a range of materials and media. The process of making their artwork will enable and encourage them to acquire relevant and appropriate skills in drawing, painting, clay work, printmaking and with the computer. Students are introduced to the work of artists related to the practical work, including traditional and contemporary Aboriginal Australian artists and Australian Modernist printmakers.

Approach

Excursions to art galleries enhance the students' understanding and appreciation of art. Students are introduced to the work of current and previous Artists in Residence. Oral and written activities related to Art appreciation are undertaken concurrently with practical work.

Chinese

This is a second-language course and is not designed for those students with a background in Chinese. Students for whom Chinese is a first language are encouraged to select other subjects at Year 8 level and join this class at Year 9 or 10 as individually appropriate and in consultation with the Head of Languages.

Aims

This course aims to develop in the students:

- the confidence and ability to communicate in everyday Mandarin Chinese, through the development of speaking, listening, reading and writing skills
- knowledge about the way of life and culture of Chinese speaking countries and an insight into their own culture by comparison
- familiarity with the basic structures of language, thus enhancing their understanding of language as a system
- an understanding of the Chinese writing system, with a developing focus on character writing.

Content

The course explores a range of topics based around the concept of identity, including:

- Personal Identity
- Family
- The Global Community
- Friendships

Approach

The course takes an intercultural approach to language learning and teaching, where language is taught within cultural contexts. Students are encouraged to use the language in everyday situations and are encouraged to reflect on their own and others' cultures.

A variety of Chinese language texts are analysed and the language learned then used to apply to students' own contexts. Students learn about the Chinese language in use in a wide range of authentic contexts which reflect the Chinese culture as it is today. They actively use the Chinese language in a variety of ways, designed to develop their listening, speaking, reading and writing skills.

Students are encouraged to construct their own learning and develop the skills necessary to become independent learners.

Students will become familiar with both the tonal nature of the Chinese language and its romanised form, 'pinyin'. Character writing is introduced in a way which makes it accessible to the students and students are expected to incorporate characters in their written work.

Drama

Aims

This course aims to encourage in students a range of Drama skills which include work in improvisation and analysis, movement, voice, design and technical theatre. The course also encourages the students' capacity to work in groups on a common task. It is expected that students will have a willingness to contribute either as onstage performers or offstage; in costumes, lights, scenery, etc. It is also intended that students will begin to acquire a broad perspective on the dramatic arts, both contemporary and historical.

Content

Students are given class activities in movement, voice and improvisation. This leads to play production based on a script. Concurrently the offstage skills are being taught to support the onstage performance. These skills include costume and scenery design, lighting, sound and stage management.

Approach

Group activities and individual responsibilities are both encouraged. Participation in Drama games, discussion, improvisation, reading and writing, oral presentations, the rehearsal process and public performance are all expected.

English

Aims

In line with the Australian Curriculum, this course aims to develop in all students the ability to critically and creatively speak, listen, read, view and write for a range of audiences and contexts. Students comprehend, create, evaluate and explicitly discuss a range of literary, informative and persuasive texts.

Students' interactions with others involve recognising the ways in which readers, viewers and listeners can be positioned in relation to particular views and opinions. Students use ICTs in a range of formats.

Students read fiction, non-fiction, poetry, film and multimodal, media and digital texts involving a greater level of abstraction with layering of meaning such as satire and humour.

The range of literary texts includes Australian literature, including Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

Content

<i>Language</i>	<i>Literature</i>	<i>Literacy</i>
<ul style="list-style-type: none">• Language variation and change• Language for interaction• Text structure and organisation• Expressing and developing ideas	<ul style="list-style-type: none">• Literature and context• Responding to literature• Examining literature• Creating literature	<ul style="list-style-type: none">• Text in context• Interacting with others• Interpreting, analysing evaluating• Creating texts

Approach

Oral and writing activities related to each unit are undertaken concurrently with reading and viewing. There is opportunity for negotiation of individual programs, group work, performance and publication of products. Assessment in the range of language modes is made according to how successfully a student has attained her purposes in communicating meaning through language.

Enterprise and Innovation

Aims

This course aims to provide the framework for entrepreneurial qualities relevant to today's context. The ability to be creative, to take responsible risks, to be alert to opportunities and to develop global competence and empathy are skills necessary skills for success in a global and technological future.

Content

Students will apply problem solving skills and seek to challenge and improve their current thinking and intellectual curiosity. They will have opportunities to develop skills such as decision making and evaluating risks in the economic and business environment. Students will also look for mentors to assist in the development of their ideas.

Approach

Students will work in collaboration with their peers and teacher in set course work as well as be enabled to persevere with their own personalised, authentic proposals and products using global and international resources.

French

Aims

This course aims to:

- develop students' ability to communicate in everyday French, related to the topics covered during the course
- increase students' knowledge of the world through gaining an understanding of the French culture and insights into their own culture by comparison
- develop students' familiarity with a range of language structures, thus enhancing their knowledge of the French language

Content

Students study the language and culture of France and French-speaking communities in contexts that are relevant to their own interests and experiences. Language structures are introduced and the focus is on using French in everyday contexts.

Approach

The course uses a communicative approach for the study of French. Students are encouraged to take an active part during lessons. Role-playing situations give students the opportunity to work in pairs to create and present conversations. Students are encouraged to express themselves in written form using simple and increasingly complex language, reflecting individual skill levels. Tasks are devised that allow students to perform at their individual level.

Geography

Aims

In line with the Australian Curriculum, the Year 8 Geography course aims to develop students' geographical knowledge, understanding and skills through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Key areas for Year 8 Geography include how environmental and human processes affect the characteristics of places and environments, how the interconnections between places, people and environments affect the lives of people and the consequences of changes to places and environments and how these changes can be managed.

Content

- Living Coasts
- Natural Hazards
- Migration
- Urbanisation

Approach

Many learning activities are offered throughout the course, including assignments, discussions and debates, field work and oral presentations. These activities may involve individual or group work. A wide variety of assessment procedures is used, ranging from formal testing to completion of negotiated tasks based on the needs of individuals. Information Technology is an integral part of the learning process.

Health and Wellbeing

Aims

The aims of Health and Wellbeing class is to provide:

- a safe environment to further develop each girls' understanding of who they are and how they can develop their character strengths and necessary life skills so they can grow and flourish
- the opportunity for each student to study Positive Psychology and topics related to personal wellbeing
- practice for students to further develop their personal skills such communication and collaboration skills and apply personal wellbeing concepts
- the opportunity for students to build stronger connections between physical and mental health and explore the impacts of healthy lifestyle choices on their wellbeing
- students with opportunities to explore group dynamics and leadership.

Content

Topics will be based on the strands of Being healthy, safe and active, Communicating and interacting for health and wellbeing, contributing to healthy and active communities. Some of the topics explored are:

- Positive Psychology: Character Strengths
- Mindfulness & Gratitude
- Positive self-talk & negativity bias regulation
- Self Esteem & self concept
- Emotional and Mental Health
- Conflict Resolution & Stress Management
- Personal growth and development: gender and sexual health
- Problem Solving and Healthy Communication Skills
- Leadership & positive relationship building
- Digital Citizenship & Cyber safety
- Alcohol
- Nutrition
- Group dynamics
- Somatotypes, fitness components and sport

Approach

A variety of teaching and learning strategies will be employed: direct instruction, group and class discussion, group work, interactive games, mind mapping, problem solving and dilemmas, questions and role play.

History

Aims

In line with the Australian Curriculum, the Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Content

Students will study:

- The Vikings (c.790-c.1066)
- Medieval Europe (c.590-c.1500)
- The Black Death in Asia, Europe and Africa (14th century plague)
- Tokugawa Japan or The Khmer Empire

Approach

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Mathematics

Aims

In line with the Australian Curriculum, Year 8 Mathematics aims to develop mathematicians who:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

Content

The Australian Curriculum for Mathematics is described in 3 context strands:

Number and Algebra

- number and place value
- real numbers
- linear and non linear relationships

Statistics and Probability

- chance
- data representation and Interpretation

Measurement and Geometry

- using units of measurement
- shape
- locations and transformations
- geometric reasoning

and embeds the proficiencies of Understanding, Fluency, Problem Solving and Reasoning across the strands.

Approach

Students are given opportunities to apply their mathematics as widely as possible and to use concrete materials and logical structures as a framework for acquiring experience and familiarity with symbols and abstract concepts. The use of calculators and computers is encouraged throughout the course.

Assessment takes place in different levels and for different purposes and is based on written and oral work, projects and tests. It includes:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback and for students to inform their learning
- summative assessment for the purposes of reporting to parents and carers on the progress and achievement of students

Multi Media

The Multi Media course highlights the role of digital media in powerful student learning and engagement. Students will learn filmmaking skills including camera use and technique, editing, storyboarding, scriptwriting, production, presentation and analysis.

Aims

Documentary films have become a major form of visual media to disseminate knowledge, raise awareness, interpret historical events, highlight biographies and advertise. Today, with the availability of filming equipment (mobile

phones, cameras and digital DVD recording) there is a greater interest in documentary film production and this subject has become an increasingly important component in education. Students will combine filmmaking with research and interview skills to produce a short documentary film that informs, inspires and entertains.

Content

Students will study the techniques of documentary film-making: researching, interviewing, storytelling, shooting and editing skills. They will view a variety of documentaries to analyse pitch, narrative and format, and develop ideas for creating their own plan using a shotlist. By the end of the term, they will produce their own creative, emotive, educational, and entertaining documentary films.

Approach

Students will work collaboratively, with defined roles, to explore the process of making short documentary films. They will investigate, plan, produce and evaluate their work and use different types of software to edit, refine images, mix sounds and publish their films. Opportunities for working with professional filmmakers and entering short film competitions are offered.

Music

Aims

This course aims to develop the capability of students in interpreting, performing and responding to music from a variety of genres and styles, improve aural discrimination and understanding of music theory, expand musical creativity and promote understanding of music in different social and cultural contexts. Ultimately, this course aims to engender a life-long engagement with Music.

Content

Students will play a variety of tuned percussion instruments in solo and group performance activities, develop aural skills through solfa, develop theory skills, compose a piece of program music using GarageBand and use online resources and software to support understanding of theory concepts.

Approach

Students have two 45-minute lessons per week for one semester. Selected music is studied through listening, interpreting, analysing, creating, rehearsing, evaluating and performing. Collaborative skills and the ability to research on-line content with discrimination are reinforced through guided group and project work.

Outdoor Education

Environment: Fleurieu Peninsula

Duration: 4 Days

Learning Experiences: High ropes at Douglas Scrub, Aquatic activities at Port Noarlunga Aquatics, Team Building with Year 11 Leaders, Day walk from Kings Beach to Waitpinga. Camp craft – Tents, Trangias and minimum impact camping. Directed Reflection and Journaling.

School Values imbedded Outdoor Education at Wilderness School

Adventurous Learning

Outdoor Education provides girls the chance to demonstrate real world application of their learning. It encourages them to take responsible risks and be resourceful with in their environment in order to pursue success. Independence is fostered by girls taking responsibility for their actions and being involved in all aspects of camp life.

Responsible Citizenship

Outdoor Education plays a large role in building an appreciation for the natural environment in our girls and addressing the need for its conservation. Camps introduce them to big subject matters such as the sustainability of our world, Indigenous culture and environmental issues preparing them to be agents of change.

Respectful Relationships

The value Wilderness places on Respectful Relationships is intrinsic to the philosophy embedded throughout Outdoor Education of team work, group cohesion, and relationship building. The girls build and strengthen relationships with peers and adults and their interpersonal and social skills are positively impacted.

True and Courageous Self

Outdoor Education builds girls' character by offering them the opportunity to persevere through challenges, be resilient, develop grit and confidence, and enhance their wellbeing in a safe and supportive environment.

Physical Education

Aims

The Physical Education program provides the opportunity for students to:

- develop their skills in physical activity
- experience success in a variety of practical situations, both team and individual
- develop positive attitudes towards physical activity
- accept responsibility for the maintenance of a healthy, active lifestyle

Content

Skills are taught in a range of individual and team sports. Sports will vary across the year to provide students with a broad experience.

Sports are selected from the following classifications according to the needs of each individual class.

- Invasion games
- Net divided games
- Court games
- Target games

A large emphasis will be placed on individual skill development as well as students' teamwork and leadership development. Students will also be introduced to tactical approaches to sports and be expected to apply increased levels of tactical awareness in some units of work. Students will also be taught movement skills through Dance and Gymnastics units. Within Fitness units students will be introduced to fitness analysis and fitness testing.

Approach

Learning experiences are planned so that each girl has the opportunity to express herself through movement. Activities combine teacher directed, partner, small group work and exploration of sport concepts. Minor games, problem solving exercises, practice time and demonstrations are all included. Skill learning will be increasingly placed within the game context and will allow students to see the relevance of skills and tactics in game situations. This approach to learning games is student-paced and game-centered and allows the students to appreciate the links between different games while improving their own game performance. In addition, a Group Dynamics unit is conducted to assist individual students to understand their personal capabilities and how their contribution will help determine a group's function.

Science

Aims

In line with the Australian Curriculum, the Year 8 Science course aims to stimulate and develop each student's interest and curiosity in her physical and biological world. It is intended that students gain an appreciation of the value of a scientific method of inquiry and an awareness of the impact of science and technology on society. We aim to develop in our students a responsible attitude and respect for themselves and their environment.

Content

The content of the course has been chosen to provide a broad experience of fundamental scientific concepts and skills, laying a basis for their development in studies at higher levels.

The ***Science as a Human Endeavour*** strand involves the nature and development of science and the use and influence of science.

The ***Science Inquiry Skills*** strand involves questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

The ***Science Understanding*** strand involves:

- Biological Sciences - including cells; systems of organs
- Chemical Sciences - including properties of matter, elements, compounds and mixtures; chemical change
- Earth and Space Sciences - including minerals and rocks; water
- Physical Sciences - including kinetic, heat and potential energy

Approach

Students are encouraged to work in small groups on practical activities in the laboratory, on activities and in preparation for oral presentations. Individual mastery of concepts and skills is assessed in a variety of ways including formal testing, written assignments, model building and completion of tasks negotiated according to the needs of individual students. All students will work on an entry for the Oliphant Science Awards during their course of study.

SPARc

Aims

SPARc is a subject that inspires students to develop a deep and lasting understanding of social justice. The key idea presented in SPARc asks girls to consider '**How do I develop EMPATHY in order to take action on a Global Issue?**'. The subject is built around the Harvard Global Competence Framework which has four lenses for understanding; Investigating the World, Recognising Perspectives, Communicating Ideas and Taking Action. Through a collaborative and action orientated approach, girls' have the opportunity to "*Display understanding, acceptance and respect for others' differences by recognising perspective through social awareness and generosity.*" (Collaborative definition by Year 8, 2017).

Content

At Year 8, the ideas introduced at Year 7 are extended further, as students are moved by a particular lens of social justice (social, cultural, political, environmental) to plan a passion project and take authentic action to '**make a difference to the lives of others**'. Girls develop their area of passion using a range of Harvard Thinking Routines, writing and art and then crystallise their action by designing a research proposal that outlines the positive and lasting change they can make on the world

Approach

This subject is a challenging and fulfilling journey of self awareness which is developed through conversation, collaboration and reflective thinking. As such the girls must record their shifting attitudes, opinions and feelings in a journal that is reflected by an effort grade.

STEM

Aims

Our **STEM** curriculum is based on the idea of educating girls in four specific disciplines

Science Technology Engineering Mathematics

in an **interdisciplinary** and **applied** approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

This course endeavours to excite girls with a natural love for primary STEM fields, to enable them to imagine themselves in this field beyond school. The STEM program provides the opportunity for students to

- Develop problem solving skills
- Experience success in collaborative working
- Enable girls to gain mastery of tool handling
- Build proficiency in problem based thinking through instant challenges

Content

The course is **solution based** and provides **hands on** experience in Engineering, Science, Design and Mathematics. The course aims to nurture an innate curiosity for STEM fields, igniting girls imaginations through participation in open ended tinkering activities where the freedom to explore their creativity and critical thinking without limits is gifted to each girl. In line with contemporary research, the course aims to cultivate girls STEM vocabulary thereby enabling girls to access the discourse of fields that are often closed to women. A joy for partaking in STEM and the development of proficiency in tool handling will enable girls to imagine themselves in STEM professions.

Tool handling and problem solving skills are taught through mini studies these include~

- Electronics and Soldering
- Product design using CAD
- Coding
- App Design

Approach

Student learning experiences are sparked via collaborative and individual challenges. Through risk taking, problem-solving and the opportunity to fail, students build a Growth Mindset and develop Grit. Students are encouraged to engage with their learning successes, failures and growth through documenting the process in a journal using Edu-Blog. Students culminate their learning by completing a Personal Challenge, using Solution Fluency, a problem-solving framework to design a product and manufacture it to showcase learned skills and ideas.

Notes

Notes

30 Hawkers Road, Medindie
PO Box 93, Walkerville
South Australia 5081

Phone +61 8 8344 6688

ABN 97 007 529 124
CRICOS Provider code: 00375B

www.wilderness.com.au