



Australian International School

The Australian Curriculum in Year 6 – Year 8

Globally focused, distinctly Australian





The Australian Curriculum in Years 6 – 8 at AIS

Introduction

The Australian International School follows the NSW Board of studies interpretation of the Australian Curriculum in Year 6 through to Year 8.

The Australian Curriculum is taught within a curriculum framework which is specific to us as a school. This AIS framework incorporates our beliefs and principals; it is the basis for our teaching and learning and is consistent with the methodology, philosophy and pedagogy of the Primary Years Programme (PYP), which precedes it, while linking with that of the IGCSE, which follows. Through the Australian Curriculum and our own AIS framework, we are able to provide parents with precise details of the materials to be taught and clear information about how well their children are learning.

The development of the Australian Curriculum is guided by the Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration emphasises the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the world they now live in. It makes clear what all students should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all students.

The Australian Curriculum makes clear to teachers what is to be taught. It also makes clear to students what they should learn and the quality of learning expected of them.

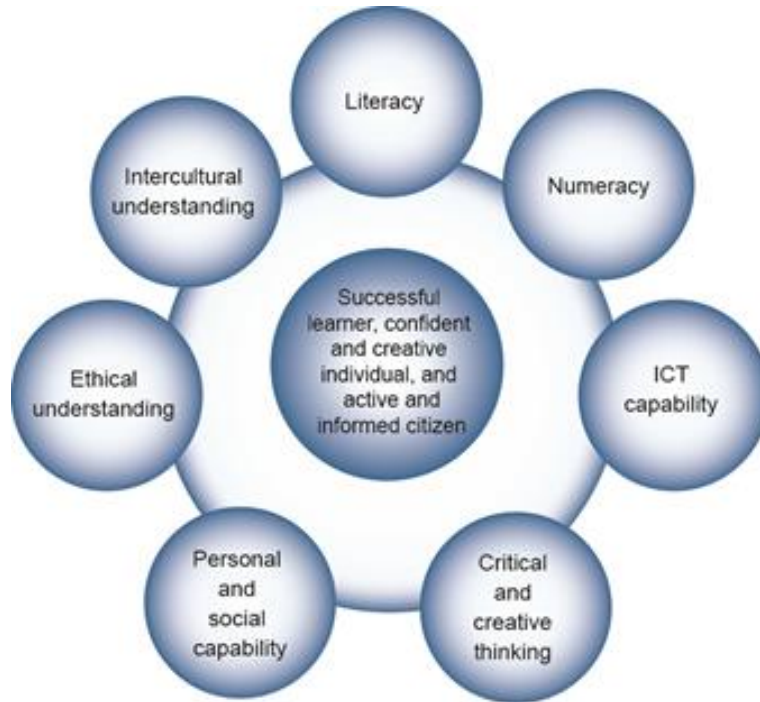
General Capabilities

General capabilities are a key dimension of the Australian Curriculum. They encompass knowledge, skills, behaviors and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA) 2008 that all young people should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum includes seven general capabilities. These are:

- ◆ Literacy
- ◆ Numeracy
- ◆ Information and communication technology capability
- ◆ Critical and creative thinking
- ◆ Personal and social capability
- ◆ Ethical understanding
- ◆ Intercultural understanding.





Learning Areas

In the Australian Curriculum, general capabilities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations.

In the Years 6 to 8, AIS offers the following compulsory subjects:

Mathematics, English, Science, History/Geography, Physical Education, Music, Art, Drama, Technology and one of the following languages, Indonesian, French, Chinese or your child's Mother Tongue.

Art, Drama, Music and Technology are semesterised subjects, which means two are taught in one semester and other two the following semester. The School has decided to do this to reduce the demands of students by lowering the number of subjects they must do at any one time, while also allowing us greater timetabling time for each specialist subject.

Students who arrive at the School with English as their second language undergo an intense course (EAL English as an Additional Languages) instead of being in the mainstream English class.

Matt Hall

Year 6 -8 Curriculum Coordinator



Year 6

Course Description Pages



Year 6 English

Students will be working at Stage 3 of the NSW English Syllabus for the Australian Curriculum. The English Syllabus can be found online at <http://syllabus.bos.nsw.edu.au/english/>. The syllabus incorporates the Australian Curriculum content descriptions and is organised within an outcomes framework. The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. They create a range of imaginative, informative and persuasive types of texts such as narratives, advertisements, scripts, reports, reviews, explanations and discussions, elaborating on key ideas for a range of purposes and audiences. Students explore the use of text structures to achieve particular effects, and analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They listen to discussions, clarifying content and challenging others' ideas. They learn how specific details can be used to support a point of view, and also develop their understanding of how language features and language patterns can be used for emphasis. Students consolidate their understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

HOMEWORK

Students at Year 6 level will have weekly Homework that is related to the topic that they are currently studying, or a previous topic, to consolidate what they have explored in class. Weekly spelling work and grammar activities will also be set. There may also be classwork to finish as determined by the class teacher.

ASSESSMENTS

Students will complete a range of assessments throughout the Year which are used to demonstrate a student's knowledge, understanding and skills of the unit. Students will experience a range of assessment types to demonstrate their learning ranging from written tasks to group and/or multi-media presentations. Students will be graded using the Secondary School's A-E assessment criteria. At Year 6 the students do not sit an exam. They will complete PAT Comprehension Assessments so that we can track students' achievement against Australian norms and adjust teaching programs to meet their needs.



Year 6 Mathematics

Year 6 students will be following the Australian Curriculum as set out by ACARA documentation. For further details visit: www.acara.edu.au.

The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this Year level:

- ◆ **Understanding** includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations.
- ◆ **Fluency** includes representing negative numbers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables.
- ◆ **Problem Solving** includes formulating and solving authentic problems using numbers and measurements, creating similar shapes through enlargements, representing secondary data, and calculating angles.
- ◆ **Reasoning** includes explaining mental strategies for performing calculations, describing results for continuing number sequences, investigating new situations using known properties of angles, explaining the transformation of one shape into another, and inferring from the results of experiments.

HOMEWORK

Students at Year 6 level will receive weekly Homework designed to be both purposeful and meaningful, that supports and strengthens those skills learned within the classroom. Homework can be related to the topic currently being covered or a previous topic to assist students in retaining what they have learnt. Students will be set weekly 'Mathletics' work that is set at their specific learning level and is due once a week. There may also be classwork to finish as needed and determined by the class teacher.

ASSESSMENTS

Students will do a range of assessments throughout the Year and these are used to demonstrate a student's level of understanding of the area that is being studied. Students will do a range of assessment types to demonstrate their learning. Assessment can be either informal, which provides feedback to a student on how they are currently performing on a topic, or formal, which provides feedback to a student on how they have performed at the end of a topic and is reported on. These range from the more traditional pen and paper tests to group investigations and video presentations. Students will be graded using the Secondary Schools A-E assessment criteria. At Year 6 the students do not do an examination but are assessed on all topics. They will carry out PAT Mathematics Assessment at the start and end of each Year to provide data to assist the classroom teacher monitor the progress of a student's achievement and be able to compare that student against National norms.



Year 6 History / Geography

The course is divided into four units with each Semester emphasizing either History or Geography. Each unit enquires into a different key question and is based on the Australian National Curriculum (ANC). Unit One HISTORY “Australia as a Nation” examines migration to Australia. Unit Two, GEOGRAPHY “Going Global: Revenge of the Rainforest” is a geographical study focusing upon an analysis of Tioman Island and the importance of rainforests. Unit Three, HISTORY “People Who Have Made A Difference” focuses upon what contributions significant individuals and groups have made to the development of Australian society. Unit Four, GEOGRAPHY “Going Global: Do You Speak My Language?” focuses upon how cultures and customs are influenced by geographical location.

HOMEWORK

Students at Year 6 level will get regular homework that is related to the topic that they are currently studying or relevant to forthcoming assessments to help ensure the students retain what they have learnt. 10% of the final semester grade will be awarded to homework completion.

ASSESSMENTS

Students will do a range of assessments throughout the Year and these are used to demonstrate students’ understanding of the area that is being studied. Students will complete a range of assessment types to demonstrate their learning. Students will be graded using the Secondary Schools A-E assessment criteria. In Year 6 at the conclusion of each semester, the students will receive a course-based assessment mark worth 100%. Students in Year 6 will not sit formal examinations.



Year 6 Science

In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale, to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and learn how to look for patterns and relationships between variables. They develop explanations for the patterns they observe, drawing on evidence.

Students follow procedures to develop investigable questions and design investigations into simple cause and effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multimodal texts to communicate ideas, methods and findings.

HOMEWORK

Students at Year 6 level will be expected to complete all classwork within class time. Work that isn't finished is expected to be finished for homework. This is usually the case when class work involves writing up practical investigations. Every Term students will complete a Unit test and study for this is set as homework. Along with unit test students will also get larger written assessments. A large part of this work is completed at home and involves research and the presentation of the final written product. Typically this amounts to 60 minutes a week.

ASSESSMENTS

Students will do a range of assessments throughout the Year and these are used to demonstrate a student's understanding of the area that is being studied. Different units are assessed in different forms. These range from end of unit tests, Practical Investigations, 3D models, posters and small in class presentations. Students will be graded using the Secondary Schools A-E assessment criteria. At Year 6 the students do not do an exam but are assessed on all topics.



Year 6 Technology

Students learn about the basics of Technology throughout the Year 6 course. The course is based on the Australian Curriculum and relates to a number of strands within the Design & Technologies and Digital Technologies syllabus.

Students critically examine technologies, materials, systems, tools and equipment that are used regularly in the home and in local, national or global communities, with consideration of ethics and sustainability. They develop an understanding of the factors that influence the design, innovation and use of common technologies in order to consider why and for whom the technologies were developed. They recognise the interdependence between local and global settings. Students critique ethical and socially responsible solutions to design problems, focusing on design ideas and local and global systems, materials, tools and equipment. They create, modify and test ideas. They safely design, plan and produce purposeful, enterprising and high quality solutions for personal, home and some community-based situations, taking account of social and cultural values. And students identify and use criteria to evaluate their own and others' processes and solutions taking account of users, resources, sustainability, ethics, and cultural and personal values.

HOMEWORK

Students at Year 6 level will get weekly Homework that is related to the topic that they are currently studying or a previous topic to help ensure the students retain what they have learnt. The practical nature of the subject means that there may also be classwork and booklet work to finish as needed and determined by the class teacher.

ASSESSMENTS

Students will complete up to three projects over the course of Year 6 Technology which will consist of both booklet based and practical tasks. The booklet work explores the theory behind the materials, processes and equipment used throughout the project. It also guides the students through the design process and onto the practical element, which gives students hands-on experience using the specialist facilities available to them. Students will complete each unit with a short test to gauge their knowledge and understanding of the topic.



Year 6 Visual Arts

The Year 6 Visual Arts program aims to provide students with an opportunity to develop skills in making and appreciating through selected subject matter and forms. Students are exposed to a range of art materials, media, and working methods through a range of contexts which examine the creative cycle. Artist studies are included within the course of study which introduce students to critical and historical studies that develop visual literacy, encouraging an informed and thoughtful responses through their art making. Students are given the opportunity to work both independently and in group structures throughout the Year. The Year 6 students produce an extensive portfolio throughout the course which exposes them to Visual Arts approaches. The students inquire into the influence of various artistic, styles, forms, media and audiences in order to appreciate art regardless of the source: themselves, their peers or famous artists.

Students keep a Visual Arts Process Diary in which they will include their studying, plans for artwork and self-evaluation of the progress and outcome of their Artmaking and Studying. By keeping a process diary, students will become adept at analysing and reflecting on their own work and placing themselves as contemporary artists. Possible study for Year 6: Students will complete foundation painting and drawing tasks referring to a range of subject matter. These can often be developed into sculptural works that will form part of group installations. Within the artistic process, the use of digital media is inherent in the gathering of primary source materials through photographic and digital processes. The study of Art recognises and uses aspects of the world as a source of ideas where students will draw upon their knowledge and life experiences to respond to teacher directed tasks. Students will study the art making processes of both past and living artists through the Frames (NSWBOS) and develop their own responses both in a practical and written form. Students are required to show commitment in developing their own artistic processes, demonstrate personal curiosity, self-motivation, initiative and a willingness to take informed risks.

HOMEWORK

Students at Year 6 level will get weekly homework that is related to the topic that they are currently studying to help ensure the students retain what they have learnt in class. Students will be set work that is either independent practical art tasks such as drawing, photography, or research-based activities to gather information for theory assessment tasks. There will also be classwork related to their Visual Arts Process Diary to finish as needed and determined by the class teacher. The level given for each criterion depends upon the amount and depth of evidence that the students have demonstrated for each, according to assessment guidelines.

ASSESSMENT S

The Visual Arts is presented through two interrelated strands: Making (weighted 70%) – using processes, techniques, knowledge and skills to make art works. Responding (weighted 30%) – exploring, responding to, analysing and interpreting art works. In the *Making* strand, students focus on: Imagining and improvising, exploring the elements / materials / techniques / processes, shaping their art works, practising skills and techniques, communicating ideas through their art works, and linking their art works to other Arts subjects and learning areas.

In the *Responding* strand, students focus on: reflecting upon their own art works, responding to others' art works, and considering the broader context of arts works, such as the social, cultural and historical context of the artist and of the audience/s.



Year 6 Drama

The Year 6 Drama course is designed to offer an introduction to Drama and provide students with the foundations for engagement and appreciation of the dramatic arts. The course aims to give students practical opportunities to develop an understanding of the elements of drama and how these interplay in communicating ideas and characters. Drama enables students to participate, actively using body, gesture, movement, voice and language, individually and collaboratively. They take on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the conventions of drama and emerging and existing technologies available to them.

In making and staging drama students learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama performances. They are given the opportunity to work in groups and to develop ensemble skills and creative problem solving. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action. They explore the diversity of drama as drama makers, performers and audiences. Students develop a sense of inquiry and empathy exploring the diversity of drama in the contemporary world and other times, traditions, places and cultures.

HOMework

Through Drama students learn to reflect after each lesson on their experiences by keeping a record of their development and learning through the Logbook. Ongoing reflection allows students to identify their progress and organise their learning for themselves. Responses to the lessons may take the form of critical appraisals of their own work and the work of others, research and analysis. Preparing for tasks through drafts, mind maps, storyboards, character profiles, blocking diagrams, script analysis, designs, reviews and director's notes might also form part of the Logbook process and assessment.

ASSESSMENT

Drama is explored through two interrelated strands that present a sequence of development of knowledge, understanding and skills. These strands are *Making* and *Responding*. Through *making* Drama the students are assessed on their ability to individually and collaboratively using knowledge, techniques, skills and processes to explore, devise and perform drama. Tasks may for example, take the form of devised and script-based performance, designs and research tasks. In *responding* to Drama students are assessed on their ability individually and collaboratively to explore, respond to and interpret drama as critical and active participants and audiences, in particular via the Logbook.

The course also values and acknowledges each student's ability to develop:

- ◆ confidence and self-esteem to explore, depict and celebrate the human experience, take risks and challenge their own creativity through drama
- ◆ a sense of curiosity, aesthetic knowledge, joy and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences



Year 6 Music

The Music program is based on cumulative and sequential approach to developing children's musical knowledge, ability and understanding. The Scope and Sequence of the AIS Music Program in Year 6 builds on the concepts and skills learnt in the Primary School. Learning skills and developing conceptual understanding are complementary objectives that are developed together in order to ensure that students retain their skills within a context. This enables the students to retain musical elements and skills when required and to make adjustments and connections to solve new problems. Similarly, by developing musical skills through the two interrelated strands, *Making- Performing* (singing, playing), **Composing**, (Creating, Notating and Improvising) and *Responding- Listening* (reading writing analysing), students are guided to a deeper understanding of the concepts behind their experiences.

Students enjoy a wide range of fun and engaging activities and opportunities in Music classes. In Year 6 Music students continue working with the recorder (which new students purchase from our uniform shop) and xylophone. The ukulele is introduced as a harmonic focus.

BEYOND THE CLASSROOM

Students who already learn an instrument or would like to are encouraged to join our instrumental program. They can sign up for one on one instrument lessons in addition to our classroom music program. There are also a wide variety of music ensembles that these students can join and extend their music making into other areas of school life.

ASSESSMENTS

Listening - Students will demonstrate an understanding of music theory including reading and writing simple music on the treble clef and manipulating a vocabulary of simple rhythms. They will develop aural skills by recognising simple melodic structures and rhythm groupings. They will respond to musical excerpts by using subject specific terminology

Performing - Students will develop their ability to perform simple class repertoire. This will include performing the melodic material on recorder xylophone and some simple chord progressions on ukulele.

Composing - Students will develop their ability to compose original pieces of music within the musical context being studied and to improvise within classroom performance repertoire.

The level given for each criterion depends upon the amount and depth of evidence that the students have demonstrated for each, according to the rubric produced for each class.



Year 6 Health, Sport and Physical Education

Health and Physical Education is uniquely positioned to provide opportunities for the education of students to adopt life-long healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others health and well-being in varied and changing contexts.

Physical Education and Health will provide a balance between health-related and movement-related knowledge, understanding and skills. This will be done through two integrated strands: 'Personal, Social and Community Health' and 'Movement and Physical Activity'.

Under the new Australian Curriculum banner for Health and Physical Education, the students will look at factors affecting identity; enhance decision making and problem solving skills, both individually and as group members; become more resilient; look at puberty and changes as they continue their path into adolescence; recognise and respond to discrimination, stereotyping, diversity, rights and equality; being respectful; discussing influences on a person's health and well-being; managing different relationships; how to enhance communication skills; participate, implement and maintain physical activity routines; understand the benefits of fitness; learn simple and complex movements and transfer them across a variety of activities and sports; learn and implement rules, game tactics and strategies to games; participate in a variety of movement contexts; and create connections to differing environments.

HOMEWORK

Homework that the students receive will mainly be from Health classes that will be in the form of projects and assessment tasks. This will occur depending on the length of the unit and time allocation. However, it is important for a student to continue skills and fitness standards away from the Physical Education setting and it's encouraged that students do this in their own time and through sporting, leisure and CCA opportunities.

ASSESSMENTS

In both Health and Physical Education we will use both formative and summative assessment techniques. In-class assessments will take place, such as mind-maps, quiz/tests, question and answer formats, as well as end of unit projects, assessment tasks and final unit evaluations, giving the student a means of demonstrating their knowledge, understanding and skill development.

This will happen in a variety of ways, including computer-based technology and media, traditional pen and paper, study and research, video presentations, artistic methods and physical demonstrations.



Year 6 French, Indonesian and Mandarin (Level 2)

Year 6 LOTE students will be following the Australian Curriculum as set out by ACARA Draft documentation. For further details, visit: www.acara.edu.au

Learners are starting to develop their repertoire for **communicating** in and **understanding** the language and culture. By honing their skills in the four macro areas of listening, speaking, reading and writing, students will be able to interact in personal, social and local community domains.

Oral communication skills are extended through participating in dialogues and by giving presentations on topics of interest. To enhance their aural skills, students listen to authentic texts, in order to glean the gist of the passage, as well as specific details. Written skills are further developed through the examination of a variety of text types, grammatical structures and textual cohesion, and expression. By viewing films and reading a variety of authentic documents, learners' reading comprehension skills are enhanced.

Communicating

- ◆ Socialising and taking action
- ◆ Obtaining and Using Information
- ◆ Responding to and expressing imaginative experience
- ◆ Expressing and performing identity
- ◆ Reflecting on intercultural language use

Understanding

- ◆ Systems of language
- ◆ Variability in language use
- ◆ Language awareness
- ◆ Role of language and culture

ASSESSMENT

Speaking - Students should be able to initiate and maintain common social exchanges while using newly-learned vocabulary, grammatical and sentence structures.

Writing - Students will write for different purposes using a range of text-types

Reading and Responding - Students will read different texts and should be able to identify main ideas and supporting information.

Listening - When listening to short, authentic texts containing, students should be able to identify main ideas and supporting information.



Year 6 Chinese Mother Tongue

Students will be studying the texts selected from Jinan University, "Chinese" and "Chinese". Students learn topics such as: Chinese characters and language, Chinese Traditions and Festivals, World cities and places of interest and Celebrity story.

Students learn by studying the evolution of Chinese characters, understanding its origin and development, thus further helping students grasp and understand the history of the language.

On this basis, the students will understand and learn through the text of some of the traditional Chinese festivals and cultural etiquette.

In the second semester students will learn about world cities and historical sites through text. They will also learn the basic techniques of composition scenery. Students will finally study selected celebrities through descriptive narrative as well as biographies.

HOMEWORK

Students at Year 6-7 level will get weekly homework that is related to the topic that they will be studying. Each lesson will have a variety of words, phrases and sentences to practice.

The students also learn to find information of the relevant culture from the Internet, and present it in front of the class.

ASSESSMENTS

Students will do a range of assessments throughout the Year and these will be used to assess a student's understanding of the area that is being studied. Students will be graded using the Mother Tongue criteria. At Year 6 the students do not do an exam but will be assessed on all topics.



Year 6 French - Français

Les objectifs du cours de français pour les étudiants de Year 6 sont les suivants:

- ◆ Revoir et assimiler les concepts de grammaire et de conjugaison déjà vus au primaire
- ◆ Valider et enrichir le vocabulaire
- ◆ Améliorer son orthographe par l'application des règles de grammaire et de conjugaison ainsi que de "tactiques" orthographiques.
- ◆ Découvrir des thèmes littéraires nouveaux (récits, contes..) et en analyser des extraits
- ◆ Lire un recueil de nouvelles/contes et en faire une analyse globale. Lire à voix haute de façon correcte et fluide.
- ◆ Exprimer son opinion, raconter un épisode de sa vie personnelle de façon claire et compréhensible de tous
- ◆ Débuter l'expression écrite.
- ◆ Introduire des concepts de grammaire et de conjugaison avancés qui permettront d'améliorer la compréhension des écrits, le vocabulaire, l'orthographe ainsi que l'exercice de la rédaction
- ◆

Grammaire: Accords: groupe nominal, groupe verbal; Nature et fonctions dans la phrase; Les compléments du nom, du verbe

Conjugaison: L'infinitif et ses 3 groupes; Le présent, le futur proche, le futur simple; L'imparfait, le passé simple; Le passe composé, le plus-que-parfait

Vocabulaire: Les familles de mots, les préfixes et suffixes; Les antonymes, Les synonymes, la polysémie, les homonymes

Expression orale: Lecture, prononciation, découpage syllabique

Orthographe: Le sons "é" et "è", les lettres "s", "g" et "c/ç"; Les homophones simples; Mots invariables

Littérature: Le texte narratif, La bande dessinée; Le conte, la nouvelle; Introduction à la poésie, à la mythologie

Expression écrite: Le portait et la description, la BD; La ponctuation, le dialogue

DEVOIRS

Chaque semaine, les concepts seront abordés en travail de groupe par l'analyse de textes ou documents. Puis les leçons associées et des exercices d'application seront donnés. En fin de semaine, les étudiants recevront des fiches de révisions à compléter et /ou des tâches diverses (lecture, recherche, rédaction) pour le cours suivant. Une partie de la dernière heure de cours sera dédiée à aborder ces devoirs de façon individuelle pour identifier les lacunes possibles et délivrer les clarifications nécessaires. 15-20 minutes du cours suivant seront dédiées à la correction. En fin d'année, un travail en groupe et en individuel regroupera une partie des acquis sous forme de mini-projet/exposé.

CONTROLES

Les étudiants seront évalués sur les points suivants: Devoirs, participation, attitude générale, progrès; Contrôle trimestriel; Exposé/mini-projet.



6학년 국어 교육 과정

호주 국제 학교 AIS 6학년 국어 교육 과정은 2009년 개정된 우리 나라 국어과 교육과정에 바탕을 두고 있다. 우리 나라 국어과 교육과정에서는 언어로 이루어지는 모든 활동을 듣기, 말하기, 읽기, 쓰기, 문법, 문학의 여섯 영역으로 나누고 있다. 그러나 국어 교과를 학습할 때에는 이들 각 영역을 독립적으로 학습하는 것이 아니라, 실제 언어 생활에서 처럼 통합적으로 작용하는 모습을 학습하게 된다.

국어 교과는 한국인의 삶이 배어 있는 국어를 창조적으로 사용하는 능력과 태도를 길러 국어를 정확하고 효과적으로 사용하게 하는 교과이다. 특히 외국에 살고 있는 한국 학생들에게는 다양한 글을 읽는 기회와 한국인의 사상과 정서가 담긴 문학 작품을 읽고, 감상 비평해 봄으로써 언어를 창조적으로 사용하고, 글을 비판적·창의적으로 수용하는 능력을 기르도록 하는 것이 국어교과의 궁극적 목표이다.

6학년 국어 교과 내용을 살펴보면

- ◆ 글에 알맞은 읽기 방법을 사용하여 적극적으로 글을 읽는다.
- ◆ 글에 쓰인 다양한 설명 방식을 파악하고, 자료의 적절성을 판단하며 글을 읽는다.
- ◆ 토의의 유형과 절차, 토의를 하는 올바른 태도를 익히고 직접 토의에 참여한다.
- ◆ 문학 작품 속에 나타난 인물의 말과 행동, 정서와 분위기 등을 통해 주제를 이해하고, 작품을 감상한다.
- ◆ 문학 작품 속에 나타난 등장 인물의 갈등의 진행과 해결 과정을 파악하며 작품을 이해한다.
- ◆ 사동·피동 표현, 매체에 따른 언어 사용 방식의 차이점을 알고 효과적으로 의사소통에 참여한다.
- ◆ 품사의 분류 기준과 특성을 알아보고, 단어의 짜임에 대해서 이해한다.

과제 학습

- ◆ 2 주에 1권씩 책 읽고 독서 감상문 쓰기
- ◆ 매 단원 마칠 때 마다 단원 확인 평가 문제 하기
- ◆ 교과 시간 내 완성하지 못한 학습 활동을 마무리 하기 (학습 활동에 따라 달라짐)

평가

학생들은 시험은 없으며, 몇 번의 수행 평가를 하게 될 것이다. 이 수행 평가는 현재 학습 하고 있는 영역의 이해를 돕고 또한 확인 학습을 하는 것이다. 이 평가에는 그동안 사용되어진 전통적인 방법 즉 펜과 시험지를 활용한 형성 평가에만 국한하지 않고, 소집단 학습, 조사 학습, 프리젠테이션, 토론 학습 등이 포함될 것이다. 평가 기준은 AIS 중등 교육 평가 기준인 A-E 단계로 구성된 기준에 따라 평가 되어질 것이다.



Year 6 EAL English

The Year 6 EAL English course is designed to allow students to gain further confidence in using English in both academic and social situations through encouraging students to establish links between subjects, cultures and other areas of experience. Being a language course, EAL English also prioritizes providing opportunities for students to further develop their communication skills using English, via focus on oral interaction, reading and writing. Through these opportunities students develop skills in formal and informal communication. Students are also introduced to the study of literature in Year 6 EAL English.

Units of work across the Year include:

- ◆ Rites of Passage
- ◆ Advertising
- ◆ Heroes and Villains
- ◆ Factual Texts

HOMEWORK

Students at Year 6 level will get weekly Homework that is related to the unit of study and ongoing development of their English language skills. Homework tasks include but are not limited to regular vocabulary revision, responding to higher order comprehension questions, extensive reading for pleasure and written journal entries.

ASSESSMENTS

Students will do a range of summative and formative assessments throughout the Year and these are used to demonstrate a student's understanding of the area that is being studied. Formative assessments include timed reading exercises to develop reading speed and fluency with unseen texts, vocabulary quizzes using the online Quizlet program, class discussions, grammar exercises, written journal responses and book talks based on extensive reading. Summative assessment is used to assess student skills in reading comprehension, writing and oral interaction. The production skills of writing and oral interaction are assessed both in terms of message and language use. Students will be graded for summative tasks using the Secondary Schools A-E assessment criteria.



Year 6 EAL Support

Students receive specialist EAL support to assist with mainstream academic tasks. Support is primarily provided in the areas of English, Humanities and Science.

HOMEWORK

There is no homework for this course.

ASSESSMENTS

There is no assessment for this course. Students do receive a report at the end of each semester which provides a subjective judgment on the following criteria from the teacher based on regular observations:

- ◆ The student has a clear understanding of all mainstream assessment tasks.
- ◆ The student writes in a clear, coherent and well-structured fashion.
- ◆ The student can explain the meaning of key words in English without relying on translation into his/her mother tongue.
- ◆ The student can write in his/her own words without plagiarizing and acknowledges sources in the correct manner.
- ◆ The student seeks assistance from the teacher in a proactive manner.
- ◆ Student uses class time effectively to work on assignments.



Year 7

Course Description Pages



Year 7 English

Students will be working at Stage 4 of the NSW English Syllabus for the Australian Curriculum. The English Syllabus can be found online at <http://syllabus.bos.nsw.edu.au/english/>. The syllabus incorporates the Australian Curriculum content descriptions and is organised within an outcomes framework. The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

In Year 7 students respond to a variety of texts critically, imaginatively and interpretively and compose their own coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

In speaking, writing and representing, students shape meaning through the thoughtful selection and ordering of appropriate content and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes. As appropriate, they plan, draft and edit to produce polished texts. Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others' compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next.

Students respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

HOMEWORK

Students at Year 7 level will have weekly homework that is related to the topic that they are currently studying, or a previous topic, to consolidate what they have explored in class. Regular language activities (grammar, punctuation and spelling) will also be set. There may also be classwork to finish as determined by the class teacher.

ASSESSMENTS

Students will complete a range of assessments throughout the Year which are used to demonstrate the knowledge, understanding and skills learned in the unit. Students will experience a range of assessment types to demonstrate their learning ranging from written tasks to group and/or multi-media presentations. Students will be graded using the Secondary School's A-E assessment criteria. They will complete NAPLAN testing and PAT Comprehension Assessments so that we can track students' achievement against Australian norms and adjust teaching programs to meet their needs.



Year 7 Mathematics

Year 7 students will be following the Australian Curriculum as set out by ACARA documentation. For further details visit: www.acara.edu.au. The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

- ◆ **Understanding** includes describing patterns in uses of indices with whole numbers, recognising commonalities between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of parallel lines, and connecting the laws and properties of numbers to algebraic terms and expressions.
- ◆ **Fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, evaluating measures of central tendency and calculating areas of shapes and volumes of prisms.
- ◆ **Problem Solving** includes formulating and solving authentic problems using numbers and measurements, creating transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.
- ◆ **Reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

HOMEWORK

Students at Year 7 level will receive weekly Homework designed to be both purposeful and meaningful, that supports and strengthens those skills learned within the classroom. Homework can be related to the topic currently being covered or a previous topic to assist students in retaining what they have learnt. Homework comprises of worksheets, puzzles, textbook exercises, assignments, projects, investigations and revision. To encourage independent learners, students should self-correct material where possible and clarify with their classroom teacher those concepts with which they experienced difficulty. The classroom teacher will determine the type and the amount of homework and when homework is assigned and to be completed. The maximum amount of time a Year 7 Student should spend on Mathematics homework is approximately 120 minutes per week.

ASSESSMENTS

Students will do a range of assessments throughout the Year and these are used to demonstrate a student's level of understanding of the area that is being studied. Assessment can be either informal, which provides feedback to a student on how they are currently performing on a topic, or formal, which provides feedback to a student on how they have performed at the end of a topic and is reported on. For each semester, Year 7 students will complete two assessment tasks and an examination. Students will be graded using the Secondary Schools A-E assessment criteria. Year 7 students will complete a PAT Mathematics Assessment at the start and end of each Year to provide data to assist the classroom teacher monitor the progress of a students' achievement and be able to compare that student against National norms.



Year 7 Science

In Year 7, students develop their understanding of the role of classification in ordering and organising information. They use and develop models of Earth systems, looking at the water cycle in detail and exploring the impact of changing components within these systems. They investigate the notion of renewable and nonrenewable resources and consider how the concept of sustainability can help us to better manage these resources. They consider the interaction between multiple forces when explaining changes in an object's motion. They investigate relationships in the Earth, sun and moon system and use models to predict and explain seasonal events. Principles of chemical mixtures are introduced and how these mixtures can be separated is investigated.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe safety considerations. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

HOMework

Homework tasks will include a variety of tasks for consolidating and extending learning that has taken place in the classroom. These tasks can include the following:

- ◆ Questions
- ◆ Reading/Research
- ◆ Simulations and other ICT activities
- ◆ Experimental report writing

ASSESSMENTS

There are 3 types of assessments in Science:

- ◆ Written Examinations (Half-Yearly and Yearly)
- ◆ Human Endeavour Tasks (exploring how Science has impacted society)
- ◆ EPI (Extended Practical Investigations)



Year 7 History / Geography

The course is divided into four units with each Semester emphasizing either History or Geography. Each unit enquires into a different key question and is based on the Australian National Curriculum (ANC). Unit One Geography “Why people live where they do?” examines, on the reasons why people decide to live where they do. There is a specific focus on Malaysia. Unit Two, History “History: The Ancient World” is a historical study focusing upon the earliest human communities to the end of the ancient period, prehistory-c.650 AD (CE). Unit Three, Geography “Environmental resources” focuses upon environmental resources, using water as a case study. Unit Four, History “The Ancient World” continues the previous historical on the end of the ancient period, prehistory-c.650 AD (CE).

HOMEWORK

Students at Year 7 level will get regular homework that is related to the topic that they are currently studying or relevant to forthcoming assessments to help ensure the students retain what they have learnt. 10% of the final semester grade will be awarded to homework completion.

ASSESSMENTS

Students will do a range of assessments throughout the Year and these are used to demonstrate a student’s understands of the area that is being studied. Students will do a range of assessment types to demonstrate their learning. These range from the more tradition examinations to group investigations and fieldwork. Students will be graded using the Secondary Schools A-E assessment criteria. In Year 7 at the conclusion of each semester, the students will complete a semester-based examination worth 25%.



Year 7 Technology

Students build on their existing knowledge in Technology throughout the Year 7 course. The course is based on the Australian Curriculum and relates to a number of strands within the Design & Technologies and Digital Technologies syllabus.

Students investigate and select from a range of materials, systems, tools and equipment. They consider the ways characteristics and properties or resources can be combined to create and produce solutions to problems for individual students and the community considering ethics, culture and social factors. They develop an understanding of the ways in which products, services and environments evolve, and identify the factors that influence design, including ethical, environmental and social sustainability considerations. Students investigate design and technology professions and the contributions that each makes to society both locally and globally. They use creativity, innovation and enterprise skills with increasing independence and collaboration. They test and evaluate design ideas and technologies in relation to who does and does not benefit from them, considering equity of access and sustainable, responsible and ethical use of materials, systems, tools and equipment. Students use production skills with increasing independence to design, plan, manage and safely produce quality solutions for increasingly complex problems. And they evaluate design solutions using identified criteria taking account of users, resources, sustainability, ethics, and cultural and personal values.

HOMEWORK

Students at Year 7 level will get weekly Homework that is related to the topic that they are currently studying or a previous topic to help ensure the students retain what they have learnt. The practical nature of the subject means that there may also be classwork and booklet work to finish as needed and determined by the class teacher.

ASSESSMENTS

Students will complete up to three projects over the course of Year 7 Technology which will consist of both booklet based and practical tasks. The booklet work explores the theory behind the materials, processes and equipment used throughout the project. It also guides the students through the design process and onto the practical element, which gives students hands-on experience using the specialist facilities available to them. Students will complete each unit with a test to gauge their knowledge and understanding of the topic.



Year 7 Visual Arts

Students will investigate the relationships between the artist, the artwork, the world and the audiences. They will approach their studies through the Frames – Subjective, Structural, Cultural and Post Modern. Students will discuss, research and make artworks based on themes, issues and aesthetic concerns that underlie the artwork of different cultures at different times. Students are encouraged to make free, personal interpretations of the most interesting aspects of the content they study within the varying contexts of the art world. Skills will be developed through risk taking and focused, sequential activities.

Students keep a Visual Arts Process Diary in which they will include their studying, plans for artwork and self-evaluation of the progress and outcome of their Artmaking and Studying. By keeping a process diary, students will become adept at analysing and reflecting on their own work and placing themselves as contemporary artists.

Possible study in Year 7: Students will complete foundation painting and drawing tasks referring to a range of subject matter. These can often be developed into sculptural works that will form part of a group installation. Within the artistic process, the use of digital media is inherent in the gathering of primary source materials through photographic and digital processes. The study of Art recognises and uses aspects of the world as a source of ideas where students will draw upon their knowledge and life experiences to respond to teacher directed tasks. Students will study the art making processes of both past and living artists through the Frames (NSWBOS) and develop their own responses both in a practical and written form. Students are required to show commitment in developing their own artistic processes, demonstrate personal curiosity, self-motivation, initiative and a willingness to take informed risks.

HOMEWORK

Students at Year 7 level will get weekly homework that is related to the topic that they are currently studying to help ensure the students retain what they have learnt in class. Students will be set work that is either independent practical art tasks such as drawing, photography, or research-based activities to gather information for theory assessment tasks. There will also be classwork related to their Visual Arts Process Diary to finish as needed and determined by the class teacher.

ASSESSMENT

The Visual Arts is presented through two interrelated strands: Making (weighted 70%) – using processes, techniques, knowledge and skills to make art works. Responding (weighted 30%) – exploring, responding to, analysing and interpreting art works.

In the *Making* strand, students focus on: Imagining and improvising, exploring the elements / materials / techniques / processes, shaping their art works, practising skills and techniques, communicating ideas through their art works, and linking their art works to other Arts subjects and learning areas.

In the *Responding* strand, students focus on: reflecting upon their own art works, responding to others' art works, and considering the broader context of arts works, such as the social, cultural and historical context of the artist and of the audience/s.



Year 7 Drama

The Year 7 Drama course is designed to further develop students' engagement and appreciation of the dramatic arts. The course aims to give students practical opportunities to cultivate an understanding of the elements of drama and how these interplay in communicating ideas and characters. Drama enables students to participate, actively using body, gesture, movement, voice and language, individually and collaboratively. They take on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the conventions of drama and emerging and existing technologies available to them.

In making and staging drama students learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama performances. They are given the opportunity to work in groups and to develop ensemble skills and creative problem solving. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action. They explore the diversity of drama as drama makers, performers and audiences. Students further develop a sense of inquiry and empathy exploring the diversity of drama in the contemporary world and other times, traditions, places and cultures.

HOMework

Through Drama students learn to reflect after each lesson on their experiences by keeping a record of their development and learning through the Logbook. Ongoing reflection allows students to identify their progress and organise their learning for themselves. Responses to the lessons may take the form of critical appraisals of their own work and the work of others, research and analysis. Preparing for tasks through drafts, mind maps, storyboards, character profiles, blocking diagrams, script analysis, designs, reviews and director's notes might also form part of the Logbook process and assessment. They learn with growing sophistication to express and communicate experiences through and about drama in their writing.

ASSESSMENT

Drama is explored through two interrelated strands that present a sequence of development of knowledge, understanding and skills. These strands are *Making* and *Responding*. Through *making* Drama the students are assessed on their ability to individually and collaboratively to develop a variety of roles and characters through devised and scripted drama via different performance styles and conventions. They are assessed on their knowledge and use of expressive skills and techniques in movement and voice to convey status, relationships and intentions and shape dramatic action. Tasks may for example, take the form of playbuilt and script-based performance, designs and research tasks.

In *responding* to Drama students are assessed on their ability individually and collaboratively to explore, respond to and interpret drama as critical and active participants and audiences, in particular via the Logbook. They are required to analyse how the elements of drama are combined and controlled in different forms and performance styles. The course also values and acknowledges each student's ability to develop:

- ◆ confidence and self-esteem to explore, depict and celebrate the human experience, take risks and challenge their own creativity through drama
- ◆ a sense of curiosity, aesthetic knowledge, joy and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences



Year 7 Music

Through the **Year 7 Music** program students gain an opportunity to experience the essence of sound and to express their emotional intelligence. The aim is that students will complete the course with a positive and informed outlook about all styles and contexts of music. The Music curriculum is built around the 2 interrelated strands, *Making* (Performance and Composition) and *Responding* (Listening – musicology/aural skills).

Students will learn about the elements of music through a range of engaging PERFORMANCE, COMPOSITION and LISTENING activities. Students will be exposed to a wide range of music and through these areas develop their appreciation and understanding of music as an art form, a form of entertainment and a great source of fun. They will experience performance and composition through singing and using xylophones and ukuleles.

The aim of the Year 7 Music course at AIS is to develop:

- ◆ an understanding of both pitch and rhythm through simple score reading and music theory activities
- ◆ active participation in performing, composing and listening activities
- ◆ aural awareness
- ◆ ways of using the music publishing software such as Sibelius or MuseScore to realize their own compositions
- ◆ an understanding of different musical genres and styles
- ◆ an awareness and appreciation of cultural traditions, past music traditions and present practices
- ◆ the students ability to respond to music in an individual way
- ◆ an increased enjoyment and appreciation of music

BEYOND THE CLASSROOM

Students who already learn an instrument or would like to are encouraged to join our instrumental program. They can sign up for one on one instrument lessons in addition to our classroom music program. There are also a wide variety of music ensembles that these students can join and extend their music making into other areas of school life.

ASSESSMENT

Listening (musicology and aural skills) - Students will demonstrate an understanding of the Concepts of Music within their written responses to musical excerpts. They will develop aural skills by learning to identify and notate simple melodies and rhythms that are played to them. They will demonstrate their understanding of theoretical knowledge and subject specific terminology within their written responses.

Performing - Students will develop both their ensemble and solo performance skills

Composing - Students will develop their ability to apply their knowledge and understanding of the Elements of Music through composition and improvisation exercises in class

The level given for each criterion depends upon the amount and depth of evidence that the students have demonstrated for each, according to the rubric produced for each task.



Year 7 Health, Sport and Physical Education

Health and Physical Education is uniquely positioned to provide opportunities for the education of students to adopt life-long healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others health and well-being in varied and changing contexts.

Physical Education and Health will provide a balance between health-related and movement-related knowledge, understanding and skills. This will be done through two integrated strands: 'Personal, Social and Community Health' and 'Movement and Physical Activity'.

Under the new Australian Curriculum banner for Health and Physical Education, the students will look at factors affecting identity; enhance decision making and problem solving skills, both individually and as group members; become more resilient; look at puberty and changes as they continue their path into adolescence; recognise and respond to discrimination, stereotyping, diversity, rights and equality; being respectful; discussing influences on a person's health and well-being; managing different relationships; how to enhance communication skills; participate, implement and maintain physical activity routines; understand the benefits of fitness; learn simple and complex movements and transfer them across a variety of activities and sports; learn and implement rules, game tactics and strategies to games; participate in a variety of movement contexts; and create connections to differing environments.

HOMEWORK

Homework that the students receive will mainly be from Health classes that will be in the form of projects and assessment tasks. This will occur depending on the length of the unit and time allocation. However, it is important for a student to continue skills and fitness standards away from the Physical Education setting and it's encouraged that students do this in their own time and through sporting, leisure and CCA opportunities.

ASSESSMENTS

In both Health and Physical Education we will use both formative and summative assessment techniques. In-class assessments will take place, such as mind-maps, quiz/tests, question and answer formats, as well as end of unit projects, assessment tasks and final unit evaluations, giving the student a means of demonstrating their knowledge, understanding and skill development.

This will happen in a variety of ways, including computer-based technology and media, traditional pen and paper, study and research, video presentations, artistic methods and physical demonstrations.



Year 7 French, Indonesian and Mandarin (Level 3)

Year 7 language students will be following the Australian Curriculum as set out by ACARA Draft documentation. For further details, visit: www.acara.edu.au. Learners are continuing to develop their repertoire for **communicating** in and **understanding** the language and culture. By honing their skills in the four macro areas of listening, speaking, reading and writing, students will be able to interact in personal, social and local community domains.

Oral communication skills are extended through participating in dialogues and by giving presentations on topics of interest. To enhance their aural skills, students listen to authentic texts, in order to glean the gist of the passage, as well as specific details. Written skills are further developed through the examination of a variety of text types, grammatical structures and textual cohesion, and expression. By viewing films and reading a variety of authentic documents, learners' reading comprehension skills are enhanced.

Communicating

- ◆ Socialising and taking action
- ◆ Obtaining and Using Information
- ◆ Responding to and expressing imaginative experience
- ◆ Expressing and performing identity
- ◆ Reflecting on intercultural language use

Understanding

- ◆ Systems of language
- ◆ Variability in language use
- ◆ Language awareness
- ◆ Role of language and culture

ASSESSMENT

Speaking - Students should be able to initiate and maintain common social exchanges while using newly-learned vocabulary, grammatical and sentence structures.

Writing - Students will write for different purposes using a range of text-types

Reading and Responding - Students will read different texts and should be able to identify main ideas and supporting information.

Listening - When listening to short, authentic texts containing, students should be able to identify main ideas and supporting information.



Year 7 French – Français

Les objectifs du cours de français pour les étudiants de Year 7 sont les suivants:

- ◆ Revoir et assimiler les concepts de grammaire, de conjugaison et d'orthographe vus en Year 6
- ◆ Enrichir le vocabulaire et savoir l'utiliser dans des registres de langues et contextes appropriés
- ◆ Réviser les règles d'orthographe lexicale et grammaticale.
- ◆ Aborder des thèmes littéraires nouveaux (récits, poèmes, théâtre..) et en analyser des extraits
- ◆ Lire une œuvre complète pour la jeunesse et en faire une analyse globale. Réaliser une fiche de lecture.
- ◆ Apprendre par cœur et réciter un poème
- ◆ Commencer l'écriture de récits d'imagination
- ◆ Introduire des concepts de grammaire et de conjugaison avancés qui permettront d'améliorer la compréhension des écrits, le vocabulaire, l'orthographe ainsi que l'exercice de la rédaction.
- ◆ Les phrases complexes
- ◆ Les propositions subordonnées
- ◆ La voix passive

Conjugaison: Les verbes particuliers aux temps connus, L'impératif, Le conditionnel, Le subjonctif

Vocabulaire: Utilisation du dictionnaire, Les champs lexicaux; Introduction à l'étymologie; Sens propre / sens figuré; Vocabulaire du temps, de l'espace, de l'émotion

Orthographe: Les homophones complexes; Les mots invariables

-

DEVOIRS

Chaque semaine, les concepts seront abordés en travail de groupe par l'analyse de textes ou documents. Puis les leçons associées et des exercices d'application seront donnés. En fin de semaine, les étudiants recevront des fiches de révisions à compléter et /ou des tâches diverses (lecture, recherche, rédaction) pour le cours suivant. La dernière heure de cours sera dédiée à aborder ces devoirs de façon individuelle pour identifier les lacunes possibles et délivrer les clarifications nécessaires. 15-20 minutes du cours suivant seront dédiées à la correction. En fin d'année, un travail en groupe et en individuel regroupera une partie des acquis sous forme de mini-projet/exposé.

CONTROLES

Les étudiants seront évalués sur les points suivants: Devoirs, participation, attitude générale, progrès; Contrôle trimestriel; Exposé/mini-projet

Littérature: Le roman d'aventure; La poésie; La pièce de théâtre ; La mythologie

Expression écrite: Regroupement de phrases, mots de liaisons; Mise en paragraphe, progression d'une histoire

Expression orale: Récitation, techniques de l'exposé



Year 7 Chinese Mother Tongue

Students will be studying the texts selected from Jinan University, "Chinese" and "Chinese". Students learn topics such as: Chinese characters and language, Chinese Traditions and Festivals, World cities and places of interest and Celebrity story.

Students learn by studying the evolution of Chinese characters, understanding its origin and development, thus further helping students grasp and understand the history of the language.

On this basis, the students will understand and learn through the text of some of the traditional Chinese festivals and cultural etiquette.

In the second semester students will learn about world cities and historical sites through text. They will also learn the basic techniques of composition scenery. Students will finally study selected celebrities through descriptive narrative as well as biographies.

HOMEWORK

Students at Year 7 level will get weekly homework that is related to the topic that they will be studying. Each lesson will have a variety of words, phrases and sentences to practice.

The students also learn to find information of the relevant culture from the Internet, and present it in front of the class.

ASSESSMENTS

Students will do a range of assessments throughout the Year and these will be used to assess a student's understanding of the area that is being studied. Students will be graded using the Mother Tongue criteria. At Year 7 the students do not do an exam but will be assessed on all topics.



7학년 국어 교육 과정

호주 국제 학교 AIS 7학년 국어 교육 과정은 2009년 개정된 우리 나라 국어과 교육과정에 바탕을 두고 있다. 우리 나라 국어과 교육과정에서는 언어로 이루어지는 모든 활동을 듣기, 말하기, 읽기, 쓰기, 문법, 문학의 여섯 영역으로 나누고 있다. 그러나 국어 교과를 학습할 때에는 이들 각 영역을 독립적으로 학습하는 것이 아니라, 실제 언어 생활에서 처럼 통합적으로 작용하는 모습을 학습하게 된다.

국어 교과는 한국인의 삶이 배어 있는 국어를 창조적으로 사용하는 능력과 태도를 길러 국어를 정확하고 효과적으로 사용하게 하는 교과이다. 특히 외국에 살고 있는 한국 학생들에게는 다양한 글을 읽는 기회와 한국인의 사상과 정서가 담긴 문학 작품을 읽고, 감상 비평해 봄으로써 언어를 창조적으로 사용하고, 글을 비판적·창의적으로 수용하는 능력을 기르도록 하는 것이 국어교과의 궁극적인 목표이다.

7학년 국어 교육 내용을 살펴보면

- ◆ 글에 알맞은 읽기 방법을 사용하여 적극적으로 글을 읽는다.
- ◆ 글에 쓰인 다양한 설명 방식을 파악하고, 자료의 적절성을 판단하며 글을 읽는다.
- ◆ 토의의 유형과 절차, 토의를 하는 올바른 태도를 익히고 직접 토의에 참여한다.
- ◆ 문학 작품 속에 나타난 인물의 말과 행동, 정서와 분위기 등을 통해 주제를 이해하고, 작품을 감상한다.
- ◆ 문학 작품 속에 나타난 등장 인물의 갈등의 진행과 해결 과정을 파악하며 작품을 이해한다.
- ◆ 사동·피동 표현, 매체에 따른 언어 사용 방식의 차이점을 알고 효과적으로 의사소통에 참여한다.
- ◆ 품사의 분류 기준과 특성을 알아보고, 단어의 짜임에 대해서 이해한다.

과제 학습

- ◆ 2 주에 1권씩 책 읽고 독서 감상문 쓰기
- ◆ 매 단원 마칠 때 마다 단원 확인 평가 문제 하기
- ◆ 교과 시간 내 완성하지 못한 학습 활동을 마무리하기 (학습 활동에 따라 달라짐)

평가

학생들은 연 중 몇 번의 시험과 수행 평가를 하게 될 것이다. 이 수행 평가는 현재 학습 하고 있는 영역의 이해를 돕고 또한 확인 학습을 하게 될 것이다. 이 평가는 그동안 사용되어진 전통적인 방법 즉 펜과 시험지를 활용한 형성 평가에만 국한하지 않고, 소집단 학습, 조사 학습, 프리젠테이션, 토론 학습 등이 포함될 것이다. 평가 기준은 AIS 중등 교육 평가 기준인 A-E 단계로 구성된 기준에 따라 평가 되어질 것이다.



Year 7 EAL Support

Students receive specialist EAL support to assist with mainstream academic tasks. Support is primarily provided in the areas of English, Humanities and Science.

HOMEWORK

There is no homework for this course.

ASSESSMENTS

There is no assessment for this course. Students do receive a report at the end of each semester which provides a subjective judgment on the following criteria from the teacher based on regular observations:

- ◆ The student has a clear understanding of all mainstream assessment tasks.
- ◆ The student writes in a clear, coherent and well-structured fashion.
- ◆ The student can explain the meaning of key words in English without relying on translation into his/her mother tongue.
- ◆ The student can write in his/her own words without plagiarizing and acknowledges sources in the correct manner.
- ◆ The student seeks assistance from the teacher in a proactive manner.
- ◆ Student uses class time effectively to work on assignments.



Year 7 EAL English

The Year 7 EAL English course is designed to allow students to gain further confidence in using English in both academic and social situations through encouraging students to establish links between subjects, cultures and other areas of experience. Being a language course, EAL English also prioritizes providing opportunities for students to further develop their communication skills using English, via focus on oral interaction, reading and writing. Through these opportunities students develop skills in formal and informal communication. Students also continue their study of literature in Year 7 EAL English.

Units of work across the year include:

- ◆ Being Third Culture
- ◆ Film Study
- ◆ Literary Texts
- ◆ Persuasive Writing

HOMEWORK

Students at Year 7 level will get weekly Homework that is related to the unit of study and ongoing development of their English language skills. Homework tasks include but are not limited to regular vocabulary revision, responding to higher order comprehension questions, extensive reading for pleasure and written journal entries.

ASSESSMENTS

Students will do a range of summative and formative assessments throughout the Year, and these are used to demonstrate a student's understands of the area that is being studied. Formative assessments include timed reading exercises to develop reading speed and fluency with unseen texts, vocabulary quizzes using the online Quizlet program, class discussions, grammar exercises, written journal responses and book talks based on extensive reading. Summative assessment is used to assess student skills in reading comprehension, writing and oral interaction. The production skills of writing and oral interaction are assessed both in terms of message and language use. Students will be graded for summative tasks using the Secondary Schools A-E assessment criteria.



Year 8

Course Description Pages



Year 8 English

Students will be working at Stage 4 of the NSW English Syllabus for the Australian Curriculum. The English Syllabus can be found online at <http://syllabus.bos.nsw.edu.au/english/>. The syllabus incorporates the Australian Curriculum content descriptions and is organised within an outcomes framework. The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

In Year 8 students respond to a variety of texts critically, imaginatively and interpretively and compose their own coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

In speaking, writing and representing, students shape meaning through the thoughtful selection and ordering of appropriate content and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes. As appropriate, they plan, draft and edit to produce polished texts. Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others' compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next.

Students respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

HOMEWORK

Students at Year 8 level will have weekly homework that is related to the topic that they are currently studying, or a previous topic, to consolidate what they have explored in class. Regular language activities (grammar, punctuation and spelling) will also be set. There may also be classwork to finish as determined by the class teacher.

ASSESSMENTS

Students will complete a range of assessments throughout the Year which are used to demonstrate the knowledge, understanding and skills learned in the unit. Students will experience a range of assessment types to demonstrate their learning ranging from written tasks to group and/or multi-media presentations. Students will be graded using the Secondary School's A-E assessment criteria. They will complete PAT Comprehension Assessments so that we can track students' achievement against Australian norms and adjust teaching programs to meet their needs.



Year 8 Mathematics

Year 8 students will be following the Australian Curriculum as set out by ACARA documentation. For further details visit: www.acara.edu.au. The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this Year level:

- ◆ **Understanding** includes describing patterns in uses of indices and repeating decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules of relations and functions and their graphs, explaining the function of statistical measures, and contrasting measurements of perimeter and area.
- ◆ **Fluency** includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including repeating decimals, factorising and simplifying basic algebraic expressions, evaluating perimeters, areas and volumes of common shapes, and calculating the mean and median of small sets of data.
- ◆ **Problem Solving** includes formulating and modelling, with comparisons of ratios, profit and loss, authentic situations involving areas and perimeters of common shapes and analysing and interpreting data using two-way tables.
- ◆ **Reasoning** includes justifying the result of a calculation or estimation as reasonable, explaining formal and intuitive use of ratios for comparing rates and prices, deriving one probability from its complement, using congruence to deduce properties of triangles, and making inferences about data.

HOMEWORK

Students at Year 8 level will receive weekly Homework designed to be both purposeful and meaningful, that supports and strengthens those skills learned within the classroom. Homework can be related to the topic currently being covered or a previous topic to assist students in retaining what they have learnt. Homework comprises of worksheets, puzzles, textbook exercises, assignments, projects, investigations and revision. To encourage independent learners, students should self-correct material where possible and clarify with their classroom teacher those concepts with which they experienced difficulty. The classroom teacher will determine the type and the amount of homework and when homework is assigned and to be completed. The maximum amount of time a Year 8 Student should spend on Mathematics homework is approximately 120 minutes per week.

ASSESSMENTS

Students will do a range of assessments throughout the Year and these are used to demonstrate a student's level of understanding of the area that is being studied. Assessment can be either informal, which provides feedback to a student on how they are currently performing on a topic, or formal, which provides feedback to a student on how they have performed at the end of a topic and is reported on. For each semester, Year 8 students will complete two assessment tasks and an examination. Students will be graded using the Secondary Schools A-E assessment criteria. Year 8 students will complete a PAT Mathematics Assessment at the start and end of each Year to provide data to assist the classroom teacher monitor the progress of a students' achievement and be able to compare that student against National norms.



Year 8 History / Geography

The course is divided into four units with each Semester emphasizing either History or Geography. Each unit enquires into a different key question and is based on the Australian National Curriculum (ANC). Unit One GEOGRAPHY “Landscapes” (Case Study: Asia – Vietnam) examines, at a variety of scales, how landscapes fundamentally affect the ways in which people live and also how landscapes are modified and managed. Unit Two, HISTORY “Asia-Pacific World: Angkor / Khmer Empire” is a historical study from 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, and social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. Unit Three, GEOGRAPHY “Personal & Community Geographies” (Fieldwork: Singapore)” is a focus upon the geographical concepts of place and space. Community and neighbourhood themes are explored as to how these can be defined, understood and planned for in the future. Unit Four, HISTORY “Western and Islamic World: Medieval Europe” examines the key features of the medieval world and its different groups and eras are studied from c500-c1400 AD (Post Roman Empire to post Crusades).

HOMEWORK

Students at Year 8 level will get regular homework that is related to the topic that they are currently studying or relevant to forthcoming assessments to help ensure the students retain what they have learnt. 10% of the final semester grade will be awarded to homework completion

ASSESSMENTS

Students will do a range of assessments throughout the Year and these are used to demonstrate a student’s understands of the area that is being studied. Students will do a range of assessment types to demonstrate their learning. These range from the more tradition examinations to group investigations and fieldwork. Students will be graded using the Secondary Schools A-E assessment criteria. In Year 8 at the conclusion of each semester, the students will complete a semester-based examination worth 25%.



Year 8 Science

In Year 8, students explore the diversity of life on Earth and use models to represent and analyse the flow of energy and matter through ecosystems. They investigate ways that human activities can affect food chains within ecosystems and how technology can mitigate impacts of natural events such as bushfires on ecosystems. Students are introduced to geological concepts including the structure of the Earth and plate tectonics, which leads to a more in-depth understanding of natural phenomena such as earthquakes and volcano eruptions. They begin to classify different rock formations found in the Earth and explore the rock cycle. Students are introduced to the structure of the atom and they use the Periodic Table to learn about the elements found on the Earth and some of the compounds they form. They investigate the mechanical advantages of simple machines and analyse the mathematical relationships that are present. Finally, students look to the stars and gain insights into our ever changing understanding of the universe.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They communicate their ideas, methods and findings using scientific language and appropriate representations.

HOMEWORK

Homework tasks will include a variety of tasks for consolidating and extending learning that has taken place in the classroom. These tasks can include the following:

- ◆ Questions
- ◆ Reading/Research
- ◆ Simulations and other ICT activities
- ◆ Experimental report writing

ASSESSMENTS

- ◆ Written Examinations (Half-Yearly and Yearly)
- ◆ Human Endeavour Tasks (exploring how Science has impacted society)
- ◆ EPI (Extended Practical Investigations)



Year 8 Technology

Students build on their existing knowledge in Technology throughout the Year 8 course. The course is based on the Australian Curriculum and relates to a number of strands within the Design & Technologies and Digital Technologies syllabus.

Students investigate and select from a range of materials, systems, tools and equipment. They consider the ways characteristics and properties or resources can be combined to create and produce solutions to problems for individual students and the community considering ethics, culture and social factors. They develop an understanding of the ways in which products, services and environments evolve, and identify the factors that influence design, including ethical, environmental and social sustainability considerations. Students investigate design and technology professions and the contributions that each makes to society both locally and globally. They use creativity, innovation and enterprise skills with increasing independence and collaboration. They test and evaluate design ideas and technologies in relation to who does and does not benefit from them, considering equity of access and sustainable, responsible and ethical use of materials, systems, tools and equipment. Students use production skills with increasing independence to design, plan, manage and safely produce quality solutions for increasingly complex problems. And they evaluate design solutions using identified criteria taking account of users, resources, sustainability, ethics, and cultural and personal values.

HOMEWORK

Students at Year 8 level will get weekly Homework that is related to the topic that they are currently studying or a previous topic to help ensure the students retain what they have learnt. The practical nature of the subject means that there may also be classwork and booklet work to finish as needed and determined by the class teacher.

ASSESSMENTS

Students will complete up to three projects over the course of Year 8 Technology which will consist of both booklet based and practical tasks. The booklet work explores the theory behind the materials, processes and equipment used throughout the project. It also guides the students through the design process and onto the practical element, which gives students hands-on experience using the specialist facilities available to them. Students will complete each unit with a test to gauge their knowledge and understanding of the topic.



Year 8 Visual Arts

The course is mandatory. Students experienced Visual Arts in Year 7 for one semester and complete this course in Year 8 with one more semester.

Students investigate the relationships between the artist, artwork, the world and the various audiences. They approach their studies of artworks through the Frames – Subjective, Structural, Cultural and Postmodern. Students discuss, research and make artworks based on themes, issues and aesthetic concerns that underlie the artwork of different cultures at different times. Students are encouraged to make free, personal interpretations of the most interesting aspects of the content they study through a variety of contexts that include a creative and adaptive cycle. Skills are developed through structured risk taking and focused, sequential activities.

Students keep a Visual Arts Process Diary in which they will include their studying, plans for artwork and self-evaluation of the progress and outcome of their Artmaking and Studying. By keeping a process diary, students will become adept at analysing and reflecting on their own work and placing themselves as contemporary artists.

Possible study for Year 8: Students will complete foundation painting and drawing tasks referring to a range of subject matter. These can often be developed into sculptural works that will form part of group installations. Within the artistic process, the use of digital media is inherent in the gathering of primary source materials through photographic and digital processes. The study of Art recognises and uses aspects of the world as a source of ideas where students will draw upon their knowledge and life experiences to respond to teacher directed tasks. Students will study the art making processes of both past and living artists through the Frames (NSWBOS) and develop their own responses both in a practical and written form. Students are required to show commitment in developing their own artistic processes, demonstrate personal curiosity, self-motivation, initiative and a willingness to take informed risks.

HOMEWORK

Students at Year 8 level will get weekly homework that is related to the topic that they are currently studying to help ensure the students retain what they have learnt in class. Students will be set work that is either independent practical art tasks such as drawing, photography, or research-based activities to gather information for theory assessment tasks. There will also be classwork related to their Visual Arts Process Diary to finish as needed and determined by the class teacher.

ASSESSMENT

The Visual Arts is presented through two interrelated strands: Making (weighted 70%) – using processes, techniques, knowledge and skills to make art works. Responding (weighted 30%) – exploring, responding to, analysing and interpreting art works.

In the *Making* strand, students focus on: Imagining and improvising, exploring the elements / materials / techniques / processes, shaping their art works, practising skills and techniques, communicating ideas through their art works, and linking their art works to other Arts subjects and learning areas.

In the *Responding* strand, students focus on: reflecting upon their own art works, responding to others' art works, and considering the broader context of arts works, such as the social, cultural and historical context of the artist and of the audience/s.



Year 8 Music

Through the **Year 8 Music** program students gain an opportunity to experience the essence of sound and to express their emotional intelligence. The aim is that students will complete the course with a positive and informed outlook about all styles and contexts of music. The Music curriculum is built around the 2 interrelated strands, *Making* (Performance and Composition) and *Responding* (Listening – musicology/aural skills).

They will learn about the elements of music through a range of engaging PERFORMANCE, COMPOSITION and LISTENING activities. Students will be exposed to a wide range of music and through these areas develop their appreciation and understanding of music as an art form, a form of entertainment and a great source of fun. They will experience performance and composition through singing and using xylophones and ukuleles.

The aim of the Year 8 Music course at AIS is to develop:

- ◆ an understanding of both pitch and rhythm through simple score reading and music theory activities
- ◆ active participation in performing, composing and listening activities
- ◆ aural awareness
- ◆ ways of using the music publishing software such as Sibelius or MuseScore to realize their own compositions
- ◆ an understanding of different musical genres and styles
- ◆ an awareness and appreciation of cultural traditions, past music traditions and present practices
- ◆ the students ability to respond to music in an individual way
- ◆ an increased enjoyment and appreciation of music

BEYOND THE CLASSROOM

Students who already learn an instrument or would like to are encouraged to join our instrumental program. They can sign up for one on one instrument lessons in addition to our classroom music program. There are also a wide variety of music ensembles that these students can join and extend their music making into other areas of school life.

Year 8 Music Assessment Criteria

Listening (musicology and aural skills) - Students will demonstrate an understanding of the Concepts of Music within their written responses to musical excerpts. They will develop aural skills by learning to identify and notate simple melodies and rhythms that are played to them. They will demonstrate their understanding of theoretical knowledge and subject specific terminology within their written responses.

Performing - students will develop both their ensemble and solo performance skills

Composing - Students will develop their ability to apply their knowledge and understanding of the Elements of Music through composition and improvisation exercises in class

The level given for each criterion depends upon the amount and depth of evidence that the students have demonstrated for each, according to the rubric produced for each task.



Year 8 Drama

The Year 8 Drama course is designed to consolidate and refine students' engagement and appreciation of the dramatic arts. The course aims to give students practical opportunities to refine their understanding of the elements of drama and how these interplay in communicating ideas and characters. Drama enables students to participate, actively using body, gesture, movement, voice and language, individually and collaboratively. They take on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the conventions of drama and emerging and existing technologies available to them.

In making and staging drama they learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama performances. Students are given the opportunity to work in groups and to develop ensemble skills and creative problem solving. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action. They explore the diversity of drama as drama makers, performers and audiences. Students sharpen their sense of inquiry and empathy exploring the diversity of drama in the contemporary world and other times, traditions, places and cultures.

HOMework

Through Year 8 Drama students continue to reflect after each lesson on their experiences by keeping a record of their development and learning through the Logbook. Ongoing reflection allows students to identify their progress and organise their learning for themselves. Responses to the lessons may take the form of critical appraisals of their own work and the work of others, research and analysis. Preparing for tasks through drafts, mind maps, storyboards, character profiles, blocking diagrams, script analysis, designs, reviews and director's notes might also form part of the Logbook process and assessment. They show growing sophistication to express and communicate experiences through and about drama in their writing.

ASSESSMENT

Drama is explored through two interrelated strands that present a sequence of development of knowledge, understanding and skills. These strands are *Making* and *Responding*. Through *making* Drama the students are assessed on their ability to individually and collaboratively to develop and sustain a variety of roles and characters through devised and scripted drama via different performance styles and conventions. They are assessed on their knowledge and use of expressive skills and techniques in movement and voice to convey status, relationships and intentions and shape dramatic action and narrative. They show control of performance skills and use design elements to shape and focus theatrical effect for an audience. Tasks may for example, take the form of playbuilt and script-based performance, designs and research tasks.

In *responding* to Drama students are assessed on their ability individually and collaboratively to explore, respond to drama as critical and active participants and audiences, in particular via the Logbook. They make informed observations and decisions about creating and interpreting dramatic meaning in drama rehearsal and performance. They are required to analyse how the elements of drama are combined and controlled in different forms and performance styles from different historical, cultural and social contexts.

The course also values and acknowledges each student's ability to develop:



- ◆ confidence and self-esteem to explore, depict and celebrate the human experience, take risks and challenge their own creativity through drama
- ◆ a sense of curiosity, aesthetic knowledge, joy and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences



Year 8 Health, Sport and Physical Education

Health and Physical Education is uniquely positioned to provide opportunities for the education of students to adopt life-long healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others health and well-being in varied and changing contexts.

Physical Education and Health will provide a balance between health-related and movement-related knowledge, understanding and skills. This will be done through two integrated strands: 'Personal, Social and Community Health' and 'Movement and Physical Activity'.

Under the new Australian Curriculum banner for Health and Physical Education, the students will look at factors affecting identity; enhance decision making and problem solving skills, both individually and as group members; become more resilient; look at puberty and changes as they continue their path into adolescence; recognise and respond to discrimination, stereotyping, diversity, rights and equality; being respectful; discussing influences on a person's health and well-being; managing different relationships; how to enhance communication skills; participate, implement and maintain physical activity routines; understand the benefits of fitness; learn simple and complex movements and transfer them across a variety of activities and sports; learn and implement rules, game tactics and strategies to games; participate in a variety of movement contexts; and create connections to differing environments.

HOMEWORK

Homework that the students receive will mainly be from Health classes that will be in the form of projects and assessment tasks. This will occur depending on the length of the unit and time allocation. However, it is important for a student to continue skills and fitness standards away from the Physical Education setting and it's encouraged that students do this in their own time and through sporting, leisure and CCA opportunities.

ASSESSMENTS

In both Health and Physical Education we will use both formative and summative assessment techniques. In-class assessments will take place, such as mind-maps, quiz/tests, question and answer formats, as well as end of unit projects, assessment tasks and final unit evaluations, giving the student a means of demonstrating their knowledge, understanding and skill development.

This will happen in a variety of ways, including computer-based technology and media, traditional pen and paper, study and research, video presentations, artistic methods and physical demonstrations.



Years 8 French, Indonesian and Mandarin (Level 3)

Year 8 language students will be following the Australian Curriculum as set out by ACARA Draft documentation. For further details, visit: www.acara.edu.au

Learners are continuing to develop their repertoire for **communicating** in and **understanding** the language and culture. By honing their skills in the four macro areas of listening, speaking, reading and writing, students will be able to interact in personal, social and local community domains.

Oral communication skills are extended through participating in dialogues and by giving presentations on topics of interest. To enhance their aural skills, students listen to authentic texts, in order to glean the gist of the passage, as well as specific details. Written skills are further developed through the examination of a variety of text types, grammatical structures and textual cohesion, and expression. By viewing films and reading a variety of authentic documents, learners' reading comprehension skills are enhanced.

Communicating

- ◆ Socialising and taking action
- ◆ Obtaining and Using Information
- ◆ Responding to and expressing imaginative experience
- ◆ Expressing and performing identity
- ◆ Reflecting on intercultural language use

Understanding

- ◆ Systems of language
- ◆ Variability in language use
- ◆ Language awareness
- ◆ Role of language and culture

ASSESSMENT

Speaking - Students should be able to initiate and maintain common social exchanges while using newly-learned vocabulary, grammatical and sentence structures.

Writing - Students will write for different purposes using a range of text-types

Reading and Responding - Students will read different texts and should be able to identify main ideas and supporting information.

Listening - When listening to short, authentic texts containing, students should be able to identify main ideas and supporting information.



8학년 국어 교육 과정

호주 국제 학교 AIS 8학년 국어 교육 과정은 2009년 개정된 우리나라 국어과 교육과정에 바탕을 두고 있다. 우리나라 국어과 교육과정에서는 언어로 이루어지는 모든 활동을 듣기, 말하기, 읽기, 쓰기, 문법, 문학의 여섯 영역으로 나누고 있다. 그러나 국어 교과를 학습할 때에는 이들 각 영역을 독립적으로 학습하는 것이 아니라, 실제 언어 생활에서 처럼 통합적으로 작용하는 모습을 학습하게 된다.

국어 교과는 한국인의 삶이 배어 있는 국어를 창조적으로 사용하는 능력과 태도를 길러 국어를 정확하고 효과적으로 사용하게 하는 교과이다. 특히 외국에 살고 있는 한국 학생들에게는 다양한 글을 읽는 기회와 한국인의 사상과 정서가 담긴 문학 작품을 읽고 감상 비평해 봄으로써 언어를 창조적으로 사용하고, 글을 비판적·창의적으로 수용하는 능력을 기르도록 하는 것이 국어과의 궁극적 목표이다.

8학년 국어 교과 내용을 살펴보면

- ◆ 설명하는 글과 설득하는 글의 짜임을 이해하며 읽기 능력을 향상시킨다.
- ◆ 주장하는 글의 타당성을 평가하고, 사회 문제에 대하여 자신의 의견을 말한다.
- ◆ 다양한 풍자물을 비판적으로 수용하며, 풍자를 통해 자신의 의견을 표현한다.
- ◆ 단어의 형성 방법과 어휘의 사용 양상을 이해하여 올바른 국어 지식을 익힌다.
- ◆ 중의적 표현과 모호한 표현을 구별하여 바르고 정확하게 의사 소통한다.
- ◆ 시, 소설, 수필의 형식적 구조와 내용의 아름다움과 가치를 이해한다.
- ◆ 문학 작품이 독자의 경험이나 지식, 가치관에 따라 다양하게 해석 될 수 있음을 이해한다.
- ◆ 문학 작품 속 인물의 행동을 사회·문화적 상황과 연관 지어 이해한다.

과제 학습

- ◆ 2 주에 1권씩 책 읽고 독서 감상문 쓰기
- ◆ 매 단원 마칠 때 마다 단원 확인 평가 문제 하기
- ◆ 교과 시간 내 완성하지 못한 학습 활동을 마무리 하기 (학습 활동에 따라 달라짐)

평가

학생들은 연 중 몇 번의 시험과 수행 평가를 하게 될 것이다. 이 수행 평가는 현재 학습하고 있는 영역의 이해를 돕고 또한 확인 학습을 하게 될 것이다. 이 평가는 그동안 사용되어진 전통적인 방법 즉 펜과 시험지를 활용한 형성



평가에만 국한하지 않고, 소집단 학습, 조사 학습, 프리젠테이션, 토론 학습 등이 포함될 것이다. 평가 기준은 AIS중등 교육 평가 기준인 A-E 단계로 구성된 기준에 따라 평가 되어질 것이다.



Year 8 Bahasa Indonesian – Kegiatan

Mendengarkan - Aspek ini akan menekankan pada kemampuan siswa dalam menyimak informasi secara lisan ataupun melalui alat bantu audio yang meliputi: Menyimpulkan isi berita yang dibacakan dalam beberapa kalimat; Menemukan hal-hal menarik dari dongeng yang diperdengarkan; Menunjukkan relevansi isi dongeng yang diperdengarkan dengan situasi sekarang; Menyimpulkan pikiran, pendapat, dan gagasan seorang tokoh/narasumber yang disampaikan dalam wawancara.

Membaca - Untuk aktivitas membaca, siswa akan mengaplikasikan beberapa teknik membaca yang diimplementasikan dalam kompetensi seperti: Menyimpulkan isi bacaan setelah membaca cepat 200 kata per menit; Menemukan makna kata tertentu dalam kamus secara cepat dan tepat dengan konteks yang diinginkan melalui kegiatan membaca memindai; Menceritakan kembali cerita anak yang dibaca; Mengomentari buku cerita yang dibaca; Mengungkapkan hal-hal yang dapat diteladani dari buku biografi yang dibaca secara intensif; Menemukan gagasan utama dalam teks yang dibaca; Menemukan informasi secara cepat dari tabel/diagram yang dibaca; Membaca indah puisi dengan menggunakan irama, volume suara, mimik, kinestik sesuai dengan isi puisi; Menemukan realitas kehidupan anak yang terefleksi dalam buku cerita anak baik asli maupun terjemahan.

Berbicara - Pada bagian ini siswa akan mengaplikasikan kompetensi: Menyampaikan pengumuman dengan intonasi yang tepat serta menggunakan kalimat-kalimat yang lugas dan sederhana; Menceritakan pengalaman yang paling mengesankan dengan menggunakan pilihan kata dan kalimat efektif; Bercerita dengan urutan yang baik, suara, lafal, intonasi, gestur, dan mimik yang tepat; Bercerita dengan alat peraga; Menceritakan tokoh idola dengan mengemukakan identitas tokoh, keunggulan, dan alasan mengidolaknya dengan pilihan kata yang sesuai; Bertelepon dengan kalimat yang efektif dan bahasa yang santun; Menanggapi cara pembacaan puisi; Menanggapi cara pembacaan cerpen

Menulis - Siswa menerapkan beberapa kompetensi: Menuliskan kembali berita yang dibacakan ke dalam beberapa kalimat; Menulis buku harian atau pengalaman pribadi dengan memperhatikan cara pengungkapan dan bahasa yang baik dan benar; Menulis surat pribadi dengan memperhatikan komposisi, isi, dan bahasa; Menulis teks pengumuman dengan bahasa yang efektif, baik, dan benar; Menulis pantun yang sesuai dengan syarat-syarat pantun; Menulis kembali dengan bahasa sendiri dongeng yang pernah dibaca atau didengar; Menuliskan dengan singkat hal-hal penting yang dikemukakan narasumber dalam wawancara; Mengubah teks wawancara menjadi narasi dengan memperhatikan cara penulisan kalimat langsung dan tak langsung; Menulis pesan singkat sesuai dengan isi dengan menggunakan kalimat efektif dan bahasa yang santun; Menjelaskan hubungan latar suatu cerpen dengan realitas sosial; Menulis kreatif puisi berkenaan dengan keindahan alam.

EVALUASI

- ◆ Tugas individu di kelas : diberikan pada setiap pertemuan dikelas seputar materi yang telah diajarkan pada hari itu.
- ◆ Tugas individu di rumah: diberikan perminggu mencakup materi yang diberikan selama seminggu pelajaran.
- ◆ Ulangan harian : diberikan setidaknya 4 kali dalam semester
- ◆ Ulangan tengah semester : evaluasi yang mencakup seluruh materi yang diberikan selama setengah semester yang dilaksanakan secara serempak oleh seluruh siswa
- ◆ Ulangan Akhir Semester : evaluasi yang mencakup seluruh materi yang diberikan selama satu semester yang dilaksanakan secara serempak oleh seluruh siswa di akhir setiap semester.



Year 8 Chinese Mother Tongue

Students will learn the lessons selected from the Chinese People's Education Press, 6th-7th grade textbooks, some selected from Secondary 1- 2 Higher Chinese textbook by Singapore Senior Chinese textbooks.

Students learn topics as: Narrations of objects, people and scenery. Through a series of famous masterpieces, students will analyze writers' ingenious ideas and writing style, and understand the ideas expressed in the article and feelings by writers. By mimicking these authors, students learn to narrate about the person around them and things that happen to them.

HOMEWORK

In the classroom, students practice answering questions to understand the author's thoughts and feelings in the text, thus training the students analytical and summarizing capabilities. By frequently re-using and practicing words and phrases in the text, students consolidate basic knowledge.

Students at Year 8 level get weekly homework that is related to the topic that they are currently studying. Students will also practice going online to find relevant information with the text and make an oral report in class.

ASSESSMENTS

Students will do a range of assessments throughout the Year and these will be used to assess a student's understanding of the area that is being studied. Students will be graded using the Mother Tongue criteria.



Year 8 EAL Support

Students receive specialist EAL support to assist with mainstream academic tasks. Support is primarily provided in the areas of English, Humanities and Science.

HOMEWORK

There is no homework for this course.

ASSESSMENTS

There is no assessment for this course. Students do receive a report at the end of each semester which provides a subjective judgment on the following criteria from the teacher based on regular observations:

- ◆ The student has a clear understanding of all mainstream assessment tasks.
- ◆ The student writes in a clear, coherent and well-structured fashion.
- ◆ The student can explain the meaning of key words in English without relying on translation into his/her mother tongue.
- ◆ The student can write in his/her own words without plagiarizing and acknowledges sources in the correct manner.
- ◆ The student seeks assistance from the teacher in a proactive manner.
- ◆ Student uses class time effectively to work on assignments.



Year 8 EAL English

The Year 8 EAL English course is designed to allow students to gain further confidence in using English in both academic and social situations through encouraging students to establish links between subjects, cultures and other areas of experience. Being a language course, EAL English also prioritizes providing opportunities for students to further develop their communication skills using English, via focus on oral interaction, reading and writing. Through these opportunities students develop skills in formal and informal communication. Students also continue their study of literature in Year 8 EAL English.

Units of work across the Year include:

- ◆ Science Fiction
- ◆ Language Online
- ◆ Media Perspectives
- ◆ Contemporary Literature

HOMEWORK

Students at Year 8 level will get weekly Homework that is related to the unit of study and ongoing development of their English language skills. Homework tasks include but are not limited to regular vocabulary revision, responding to higher order comprehension questions, extensive reading for pleasure and written journal entries.

ASSESSMENTS

Students will do a range of summative and formative assessments throughout the Year, and these are used to demonstrate a student's understanding of the area that is being studied. Formative assessments include timed reading exercises to develop reading speed and fluency with unseen texts, vocabulary quizzes using the online Quizlet program, class discussions, grammar exercises, written journal responses and book talks based on extensive reading. Summative assessment is used to assess student skills in reading comprehension, writing and oral interaction. The production skills of writing and oral interaction are assessed both in terms of message and language use. Students will be graded for summative tasks using the Secondary Schools A-E assessment criteria.



