Year 8 sees students in new Homeroom groups with new Homeroom teachers. Whilst still in the Junior School, they also move into different classrooms. Year 8 students take on greater leadership roles within the College, such as the executive positions on the Junior Student Leaders Team.

There are three significant differences between the Year 7 and Year 8 courses of study. Firstly, students begin the elective program, selecting two electives each semester. Secondly, they no longer take Integrated Studies. Thirdly, having been introduced to both Italian and Indonesian in Year 7, all students are required to study one Language Other Than English (LOTE) for the entire year.

The Year 8 academic program provides students with core subjects, (which we consider essential) and a range of elective subjects, where students are able to pursue up to four subjects of their own choice. In Year 8, students take two electives each semester. One elective each semester will be an Arts subject and the other will be a Science/Technology elective. In Year 7, students participated in Integrated Studies; in Year 8 this is broken down into three core subjects, in the traditional model of teaching. These core subjects are English, IT and Humanities. In this way, we hope to build on specific skills taught in Year 7. In Year 8, the other core subjects are Religious Education, Health, Mathematics, Physical Education, Science and one LOTE.
English
Students are involved in extending their language skills through speaking, listening, reading and writing. They are also expected to make an oral or written response, showing comprehension, analytical or creative skills, to texts which may include novels, short stories, poetry, films and plays.

Mathematics
This course involves the study of Number, Algebra, Geometry, Chance and Data, as well as Space and Measurement. Students are required to learn and practise mathematical routine and techniques, and to use them to find solutions. They are also required to undertake assignments and problem solving tasks which involve the real life application of mathematics.

Science
After a study of safety and use of instruments in the laboratory, topics studied include the Periodic Table, and separating and identifying substances which deal with natural and processed materials. Life and living is covered by a study of Earth, cells and the function of the human body. Regular laboratory work, investigation and research, computer programs and traditional classroom activities are used to develop a broad range of investigative skills.

Humanities
This course aims to make students aware of the changing needs of our society and the implications these changes have for us now and in the future. Students develop their research, mapping and atlas skills as well as their ability to critically analyse and interpret a piece of writing. They are encouraged to follow current events and to be informed about important issues such as elections.

Physical Education
Through the medium of movement, this subject aims to foster a fit and healthy lifestyle and enhance a student’s personal development in such areas as self-confidence, self-discipline, independence, sportspersonship and leadership, while improving physical skills.

Health
The content of the Year 8 Health Education course is based on a range of Health issues pertaining to young adolescents. It focuses on the topic areas of decision-making based on personal values, growth and development during puberty, and drug education. The aim of the course is to encourage young people to make healthy and informed decisions to enhance their quality of life.
**Religious Education**

The Year 8 Religious Education theme is ‘Community’. Students study the local Church and the journeys of St Paul in an exploration of the early church communities. Students examine the Christian values that maintain and develop strong communities through research in the above topics. They also study the season of Advent, Social Justice, Early Church, Prophets and Reconciliation which develop and deepen their understanding of early and current Christian communities.

Students complete a unit of work on Local Church which introduces them to the history of St Patrick’s Parish and shows them how the parish operates at a community level. As part of this learning, the students visit St Patrick’s to meet with Father Michael Pullar, who presents a talk on the history of the parish and local Catholic schools. Classroom tasks before and after the visit deepen students’ knowledge of how a Christian community remembers its past and includes activities on aspects of Church architecture and the symbols used in the liturgy.

Another focus is the investigation of different Christian traditions and approaches to key life questions. This is done by examining the eight dimensions of religion, which are: beliefs; myths and other stories; sacred texts; rituals; symbols; social structures; codes of behaviour; religious experience and spirituality. Students have the opportunity to participate in prayer, class liturgies and Masses.

**Indonesian & Italian (LOTE)**

We believe that the study of a Language Other Than English (LOTE) gives students knowledge, skills and understanding that are very important in life. The study of Indonesian and Italian provides immediate and long term benefits.

In the short term, students of LOTE: learn to use English more correctly and more efficiently; are better thinkers who can take in the cultures and customs of other countries; are better communicators, and are more confident and at ease with people from a wide range of backgrounds.

Some long term benefits for students of LOTE are increased career opportunities. Employment may be found in such fields as advertising, health services, architecture, broadcasting, hotel service, journalism, librarianship, museum work, foreign affairs, travel and tourism, public service, commerce and retail sales. LOTE is valuable in virtually all professions which deal with the public world. LOTE students also find it easier to learn other languages because they have the skills necessary to do this faster - their minds are already receptive to foreign languages.

Most courses don’t require a LOTE as a prerequisite but it is looked upon very favourably as a selection criteria for what it says about the student’s ability and approach to his or her work. Both Indonesian and Italian at Year 8 aim to introduce students to realistic, everyday cultural and language themes, and aim to provide a solid foundation for further study in Year 9 and beyond.
Elective Subjects

Art
In the Art course students study the basic principles of design. They will also study Harmony and Contrast; Unity and Dominance; Symmetry and Asymmetry; Repetition and Variety; Expression and Composition. The History and Appreciation of artists and their cultures is also studied with relevance to their practical work. Students develop skills through a folio of developmental work in a range of materials and art forms. This includes portraiture drawing, drawing from observation, paintings of local architecture, and printmaking using the linocut method. Students also learn the use of the ceramic slab technique to produce a creative open vessel.

Concert Band
Year 7 students who played in the Junior Band are encouraged to select the Concert Band units to continue in the concert band program. Any other student who is having lessons on flute, clarinet, alto or tenor saxophone, trumpet, trombone, concert bass guitar or percussion may also choose these electives. In Concert Band, students will rehearse as a concert band, play in smaller ensembles and may also participate in solo performances. Students will also learn more about their individual instruments and will further develop their skills with reading and writing music. In second semester, students will play music they and others have written for them. The Year 8 Band will perform concerts in and outside of the school during the year. After Year 8 the band itself continues as the Senior Band, with out-of-class rehearsals.

Illustration & Cartooning
In this unit students will develop a range of drawing and rendering techniques and styles. Students create caricatures by exaggerating facial features and exploring different media for rendering. Students look at the human form in proportion and by capturing movement. One, two and three point perspective are also explored as environments for their characters. Students also explore book illustrations and develop their own designs to suit a specific audience and genre with the use of Computer Aided Design (CAD).

Drama
Year 8 Drama involves a range of learning activities. Students explore a variety of dramatic styles, including role-playing, improvisation, characterization and mime. They learn to use a range of performance skills to communicate with an audience. These include rehearsal techniques, blocking stage movements and exploring a range of performance spaces. Students learn script-writing and script interpretation techniques. They learn skills for analysing and interpreting drama performances, using the stagecraft elements of costume and props to enhance performance. The Junior Production and the whole-school production are opportunities for Drama students to showcase their talents.

Interior Design
This unit focuses on two dimensional drawing and three dimensional model making. Students learn both one and two point perspective drawing techniques and produce illustrations of interior designs for shop windows, restaurants and bedrooms. Students look at a variety of tools used by the interior designer, in particular a sample board, and are required to create their own for a client. They also produce a three dimensional model of one of their interiors for presentation. Students look at the work of various designers and artists relevant to their work throughout the semester, investigating their techniques and influences.
Media

The media occupy an important place in our society and provide one of the biggest influences in our lives. The media provide information and entertainment and teach values and behaviours. This unit aims at introducing a more critical approach to the media. It introduces students to some of the key areas of media studies - film, audio and print. Students explore key concepts through a range of practical and analytical activities, including a film study, writing and making a radio show and exercises with magazine analysis. They also produce a photo story. Year 8 Media branches into more detailed studies in the Middle School: Advertising and Television at Year 9, and Film and Journalism at Year 10.

Multiarts

Students develop their skills and talents, individually and in groups from various artistic areas to create their art pieces. Students cover a range of media, methods and techniques which include painting, collage, papier-mâché, ceramics and printmaking. Each semester one of the works produced is based on community projects: the Wangaratta Jazz Festival, school productions or assemblies. Other individual works take the form of an artwork, sculpture, mural or an advertising poster. Students also look at Mexican Folk Art, Jazz musicians and other artists in relation to their installation/community based projects.

Music

Students participate in practical musical activities and develop a further understanding of reading and writing musical notation. Through listening to and performing a wide range of music, students increase their understanding of music as a means of expression. They extend their musical knowledge as they re-create the works of others and compose their own short pieces of music. Students learn to prepare musical works for performance, using rehearsal and evaluation. They discuss their responses to pieces of music they have listened to and performed, and evaluate their own performances. Students learn to recognize and use musical symbols to interpret the works of others, and to create their own compositions. They develop an appreciation of music from other cultures and historical periods. There is a balance of theory and practical work.

Food Technology

Students taking Food Technology study the influences on food choices, how to adapt recipes for healthy eating and the processes involved in baking. Students will develop an appreciation that snacks are an important part of our eating patterns, but that there are also options for healthy alternatives that are easily prepared, economical and taste great. Practical sessions include preparation of light meals, nibbles or after school snacks. Students also learn more about baking as they prepare a variety of biscuits, slices, cakes and breads. There are opportunities to work individually or in a pair to design, plan, produce and evaluate recipes for snacks and main meals.

Materials & Technology

Materials and Technology includes a range of learning activities, including investigating the appropriateness of a variety of processes and products, design awareness and aesthetics (balance, form, shape and colour) and devising possibilities and alternatives through the design and problem solving process. Students produce items that are useful and become skilled in the safe and appropriate use of hand and power tools. They develop their knowledge of health and safety issues. They also develop a knowledge of existing and new materials (manufactured boards) and materials testing. They maintain a workbook of notes, processes, sketches and evaluation, as well as a weekly journal of work completed and new experiences, reflecting on results and outcomes.
**Systems & Technology**

This unit looks at how human and technical elements work together to achieve a result. For example, combustion engines, bicycles, electronic alarms and communication networks are all developed by humans to achieve a purpose. Students will learn about existing basic mechanical systems involving levers and pulleys, rigid structures and basic electronic systems involving simple circuits, electric motors and various electronic controls. Students will have the opportunity to investigate, design and construct a product to solve a set problem and then evaluate how well it works.

**Textiles**

Textile products are widely used in all aspects of our lives. Year 8 Textiles is an introduction to fibres and fabrics and their many uses. Through investigating, designing, producing and evaluating practical work, students develop the skills to make a textiles product to satisfy a design brief. Students become competent in the use of the sewing machine. They use a variety of materials and explore a wide range of decorative fabric embellishment techniques such as dyeing, embroidery and beading. Students learn to follow the design process where they work to design, plan, produce and evaluate their own projects to meet the criteria in a design brief.

**Science Investigations**

Science Investigations offers students the opportunity to explore different aspects of science through practical activity. The course is led by students interests. This year students have looked into genetics, the function of the human body, which included a rat dissection as well as how to investigate a crime using food testing.

**Robotics**

This elective is based around building Robots and Intelligent Machines using Lego Mindstorms NXT kits. The work will primarily be self-directed construction and programming exercises using the provided kits supported by an online multimedia course. This will be followed by a series of Challenge activities that will involve developing and implementing a range of tasks and skills. Some of these challenges are designed to involve the implementation of Solar energy and many are deliberately open ended to encourage creative design and problem solving.

**3D Design, Printing and Animation**

3D Design, Printing and Animation introduces you to the dynamic world of 3D modeling and animation. After working through the initial design process and applying newly acquired drawing techniques, you will use software such as Rhino 3D and Studio Max 3D to create, model and print 3D objects and characters that can be used in digital animation, gaming and other multimedia presentations. Learning areas experienced in his elective will be:

- Design, make and appraise process
- Character research and design
- 3D software modeling and animation, and 3D Printing
- Adobe Photoshop texture creation and image editing
- Multimedia presentation techniques
Subject Selection Process

Making Your Subject Selections

Students who do not choose Concert Band are asked to indicate 4 preferences in each other group (Number 1 being first preference, etc). Students will actually study 2 units from each block over the year. They may take up any units in Year 9, without having studied them in Year 8 and are given the opportunity to mix studies or specialise in areas of interest.

Students who choose Concert Band 1 & 2 are asked to indicate 3 preferences in each of the other groups. Students will choose which LOTE they will study later in the year.

Note: Concert Band is a sequential subject and hence if a student chooses this option they need to choose Unit 1 and 2. They do Unit 1 in Semester 1 and Unit 2 in Semester 2.

Steps to Take in Your Subject Selection

There are many ways you can find out more about the subjects that might interest you:

See the Galen teachers who specialise in the subjects you are interested in. Talk to older brothers or sisters, other students and parents. Make time to talk with your Mini School Director, Year Level Co-ordinator or Homeroom teacher. You might select subjects that you’ve tried before and know you enjoy. You might broaden your horizons and choose new subjects. Students will study two elective units each semester.

Place a number beside those electives you wish to do, in order of preference, with 1 being your first preference, 2 your 2nd and so on.

Because of timetable and class size restrictions we cannot guarantee all students will get their first two preferences per elective block. By indicating more preferences we can allocate you to another class of your choice if your first 2 preferences are not available. No student will be allocated a subject outside their priorities without the opportunity to discuss their choices.

Final subject selections are due to Homeroom teachers on Friday 5th September.

Three Elective Groups

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<thead>
<tr>
<th>Group 1 Arts Block</th>
<th>Group 2 Science &amp; Technology Block</th>
<th>Group 3 Concert Band</th>
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<tbody>
<tr>
<td>Art</td>
<td>Food Technology</td>
<td>Concert Band 1</td>
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<tr>
<td>Drama</td>
<td>Materials and Technology</td>
<td>Concert Band 2</td>
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</tbody>
</table>

Students study two electives each semester. Students make their choices on the separate subject selection form.
Galen Catholic College is strongly committed to the ideals of a Catholic education. Galen especially prides itself on the level of care and concern given to each student, including those with special needs. We endeavour to support young people who are well-equipped to cope with the demands of today's rapidly changing society and who have a sound value system on which to base their future lives.

Galen aims to:

- Create a strong sense of Christian community, fostering faith and personal development
- Cater for all students’ needs
- Take account of the requirements of parents, tertiary bodies and employers in a changing society
- Guide students to the development of personal responsibility and self discipline
- Develop individual talents and education for leisure
- Offer an educational program to extend each individual student
- Encourage a life-long approach to education.