Guide to Courses
Year 8 2016
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## OVERVIEW

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NB: Completion and submission of subject selection forms does not imply satisfactory completion of Year 7 and promotion to Year 8.

IMPORTANT DATES

LOTÉ Subject Selection is to be completed Online and one printed copy of the Portal Selection Receipt is to be returned to your Homeroom Teacher by August 28, 2015.
Curriculum Program

The Curriculum Program at Year 8 is delivered via a combination of core subjects, semester based subjects and a student’s chosen LOTE. The core units undertaken by all students are delivered in homeroom groupings. Student wellbeing is a major priority and thus enhancing student ‘connectedness’ within our community is important. By enhancing the sense of belonging through improving quality relationships (student to student and student to teacher and teacher to parent) we will build upon each student’s sense of worth and thus impact upon student engagement in their learning. We also desire for every student to feel valued, affirmed and respected and above all feel safe within their school environment.

Each core subject will deliver the same learning STANDARDS to all students in the key learning areas of Religious Education, Mathematics, English, Humanities, Health & PE, Science and Sport.

The Australian Curriculum Victorian Essential Learning Standards (AusVELS) Curriculum was introduced by the Victorian Curriculum & Assessment Authority (VCAA) and has been accepted by the Catholic Education Office for implementation in all Catholic Schools.

Curriculum Overview

All students will undertake core subjects in Homeroom groupings for the full academic year. Sport is also core, but is delivered in non-homeroom groupings.

Core Homeroom Grouping

Religious Education, English, Humanities, Mathematics, Science and Health & Physical Education, LOTE.

In addition all students will undertake study in the following Semester based subjects – Music; Economics, Business and Civics; Design & Technology - Wood and Design & Technology - Textiles. This will complete students experience of a broad range of subjects which will assist in their course selection for Year 9 in 2017.
Curriculum Program

Assessment
At the beginning of each semester, teachers will provide students with a written statement of the Learning Standards and Assessment for the unit. Learning Standards describe the knowledge and skills that a student needs to demonstrate in order to satisfactorily complete a unit.

Assessment within each unit is ongoing, and tasks are varied to reflect individual learning styles.

Satisfactory Completion
At the Year 8 level, to meet a satisfactory standard for a unit, students must display a satisfactory understanding of the skills and knowledge associated with each learning standard.

Late Submission of Work
Students are expected to submit all work on or by the designated due date. If a student has a valid reason for not submitting on the due date, he/she should negotiate an approved extension with their subject teacher before the due date.

If a designated task is not submitted by the due date, an SMS will be sent to parents communicating that a one week extension has been granted. A maximum grade of 50% will be awarded if the late work meets the required standard.

If a student does not submit their work by the new due date, a grade of zero will be awarded for that non submitted task.
Curriculum Program

Special Provision
Students will be considered eligible for Special Provision if their work is adversely affected due to serious illness or factors relating to personal environment. Some students may also complete other tasks if circumstances warrant. Parents are encouraged to contact the Year Level Leader if their child is experiencing difficulties at school or in the home environment.

Promotion
There is an expectation that all students will satisfactorily meet the Learning Standards of every unit of study. Subject teachers and/or homeroom teachers with specific concerns about the readiness of a student to progress to Year 8, either academic and/or social, will raise these issues with the Year Level Leader or Campus Learning Advisor. Parent consultation will follow.

A student promotion review will automatically occur when a student achieves less than the expected standard in four or more units over the academic year. Special consideration may apply.
Curriculum Program

Homework and Study

The College expects students at the Year 8 level to complete on average a minimum of five hours of homework per week.

The College Student Planner App is to be used daily to record all study and homework tasks. A schedule of homework times should be developed for each day, taking into consideration family and sporting commitments. Homework could involve completing tasks not completed in class or designated assignment tasks. Study involves reviewing notes for increased depth of knowledge and consolidation, preparation for topics tests and examinations and in particular wider reading.

It is also recommended that an appropriate study environment be created with all necessary requirements such as pens, paper, ruler and calculator close at hand.

Australian Curriculum

In 2013 we saw the first stage of implementation of the Australian Curriculum in Victoria in English, Mathematics, Science and The Humanities—History.

The Australian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Any student is entitled to enriching learning experiences across all areas of the curriculum.

In addition the Australian Curriculum will provide a single, coherent and comprehensive set of common achievement standards which schools will use to plan Student Learning programs, assess student progress and report to parents.
Curriculum Program

PLAY PROGRAM

Gifted and talented are terms that are often loosely used to describe enrichment programs. Stemming from the Learning section of the School Improvement Framework, our aim is to address all of these aspects through an accelerated program that commenced in 2013. Students who are highly able in a specific field of study or across several learning areas will be invited to participate.

The Personalised Learning Accelerated Years (PLAY) program will cater for students in years 7 to 9 and provide a seamless link to our Barak pathways model introduced last year to enable students in years 10 -12 access greater options to study VCE and VET accelerated units. The program draws upon best practice research as well as local data and utilises 3 key strategies.

The first strategy of the PLAY program will address in class extension, tiered assessment, online units and blended co-teaching. Pedagogy plays a critical role in 21st Century education. What we do in and out of the classroom is critical for engaging and challenging learners. The new AusVELS complements such provision. Our new Learning spaces, ICT and refurbishments are also significant to this vision.

The second strategy we are also exploring is pre testing of core units and withdrawal periods for students to undertake subject based extension tutorials plus philosophy tutorials to utilise higher order thinking skills and critical analysis.

The final strategy in the trilogy is the development of faculty based co-curricular clubs and mapping these to learning outcomes.

The acronym is deliberate as students in years 7 to 9 should enjoy what they do and be challenged at their own level through PLAY. This is an exciting learning initiative at the college and we welcome any further input into the program.
ASSESSMENT

Assessment across the year will include a range of tasks such as
- folio work,
- research tasks,
- scriptural analysis, presentations
- group work.

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

RELIGIOUS EDUCATION

The Year 8 Religious Education program is designed to assist students in developing their knowledge of beliefs and practices of the Catholic Christian tradition. The approach to each topic reflects the principles of the Melbourne Archdiocesan Religious Education Framework Coming To Know, Worship and Love. The Archdiocesan textbook, To Know, Worship and Love, supports the Religious Education curriculum at Years 7 - 10. Students will study:

SEMESTER 1

Units: The Jewish context of the life & words of Jesus
      Jesus, a model for living
      Belief of Early Christian Communities

LEARNING STANDARDS
- To outline the key elements of Jesus' teaching ministry, particularly those presented in the parables.
- To analyse the significance of the teachings of Jesus and how they inform Catholic moral teaching.
- To reflect on the motives of contemporary Christians who suffer for their faith.
- To explain the relationship between Catholic moral teaching and the decisions and actions of themselves and/or others.
- To examine the nature and significance of Christian values and explore their implication for personal development.

SEMESTER 2

Units: Right Relationships
       Living the Christian Life
       Goodness in the world
       Participating in the life of the Church
       Symbol and Ritual Sacraments of initiation

LEARNING STANDARDS
- To describe the establishment and mission of the early Christian Church.
- To evaluate the commitment and vision of the men and women in the early Christian communities.
- To identify reasons why faith inspires people to contribute to the mission of the Church.
- To understand and appreciate the unique identity that each person has as experienced in the context of friendship and family.
- To evaluate contemporary lifestyles and set goals in relation to positive choices.
- To identify the meaning and importance of the Sacraments of Initiation for individuals and the Catholic community.
ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Workbook entries
- Activities
- Reading activities
- Writing
- Speaking and Listening activities

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, novels, nonfiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

LEARNING STANDARDS

Reading and viewing
- Understand how different text structures can be influenced by the language mode and how this varies for different purposes and audiences.
- Explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- Select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing
- Understanding of how different language features can be used for particular purposes and effects.
- Able to make language choices which can influence an audience.
- Able to combine ideas, images and language features from other texts to show how ideas can be expressed in new ways.
- Able to create and edit texts for specific effects, taking into account intended purposes and the needs and interests of audiences.
- Demonstrate an understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and listening
- Listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.
- Understand how the selection of language features can be used for particular purposes and effects.
- Able to explain the effectiveness of language choices they use to influence the audience.
- Able to combine ideas, images and language features from other texts to show how ideas can be expressed in new ways.
- Able to create texts for different purposes selecting language to influence audience response.
- make presentations and contribute actively to class and group discussions, using language patterns for effect.
ASSESSMENT

There will be a variety of tasks undertaken from the following:

- Information Report
- Research Task
- Essays
- Document Studies

A focus of the tasks will be on locating resources, using primary and secondary sources as evidence, analysis of historical data, evaluate sources and using a variety of methods to present information.

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

HUMANITIES - History

History: The course provides a study of history from the end of the ancient period to the beginning of the modern period (c.650 CE – c.1750). This was when major civilisations around the world came into contact with each other. The course provides a study of the social, economic, religious, and political beliefs of the period, how they were challenged and significantly changed. There will be three depth studies which will each have a particular focus the depth studies are The Western and Islamic World (Medieval Europe), Asia and the Pacific World (Shogunate Japan) and Expanding Contacts – the Black Death.

LEARNING STANDARDS

- Sequence historical events and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop historical texts, particularly descriptions and explanations that use evidence from a range of sources
- Use a range of communication forms (oral, graphic, written) and digital technologies
CORE CURRICULUM

HUMANITIES—Geography
There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations. Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. It examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. It explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries.

LEARNING STANDARDS
- explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently
- explain interconnections within environments and between people and places and explain how they change places and environments.
- propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns.
- compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.
- identify geographically significant questions from observations to frame an inquiry
- locate relevant information from a range of primary and secondary sources to answer inquiry questions.
- represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions.
- analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions.
- present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms

ASSESSMENT

There will be a variety of tasks undertaken from the following:
- Workbook activities
- Research Report
- Folio Tasks
- Mapping Activities

Contributions to class discussions and completion of class work will also be considered
ASSESSMENT

There will be a variety of tasks undertaken from the following:

- Research Tasks
- Quizzes and Tests

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

The Year 8 Economics, Business & Civics subject is divided into two areas of study: Economics and Business and Civics and Citizenship.

**Economics & Business:** This unit gives students the opportunity to develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate. Students will also look at money and how it is earned and used e.g. on line shopping, saving and working.

**Civics and Citizenship:** This involves a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

**Economics & Business Skills**

- Develop questions about an economic or business issue or event, and plan and conduct an investigation or project
- Gather relevant data and information from a range of digital, online and print sources
- Interpret data and information displayed in different formats to identify relationships and trends
- Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative

**Civics and citizenship skills**

- Develop a range of questions to investigate Australia’s political and legal systems
- Identify, gather and sort information and ideas from a range of sources
- Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues
- Appreciate multiple perspectives and use strategies to mediate differences
- Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action
- Present evidence-based civics and citizenship arguments using subject-specific language
- Reflect on their role as a citizen in Australia’s democracy
ASSESSMENT

There will be a variety of tasks undertaken from the following:
• Research Task
• Quizzes and Tests

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

Economics, Business and Civics continued

The year 8 Economics, Business & Civics subject is divided into two areas of study: Economics and Business and Civics and Citizenship.

Civics and Citizenship: This involves a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Questioning and Research
• Develop a range of questions to investigate Australia’s political and legal systems
• Identify, gather and sort information and ideas from a range of sources

Analysis, synthesis and interpretation
• Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues

Problem solving and decision making
• Appreciate multiple perspectives and use strategies to mediate differences
• Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action

Communication and reflection
• Present evidence-based civics and citizenship arguments using subject-specific language
• Reflect on their role as a citizen in Australia’s democracy
ASSESSMENT

There will be a variety of tasks undertaken from the following:

- Assignments
- Tests
- Practical Application of Skills

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

HEALTH AND PHYSICAL EDUCATION

This unit covers a range of topics designed to give the knowledge and skills necessary to enjoy a safe and healthy life. Units of study include practical sessions—Fitness Testing, Korfball, Softcrosse, Football codes, Hockey and Speedminton. Students are required to wear the full PE uniform for all practical lessons. Theory topics include Fitness Principles, Body Systems, Mental health and Drug and Alcohol Education.

LEARNING STANDARDS

- Describe health issues about which young people make decisions, and strategies that are designed to maintain or improve health.
- Describe health resources, products and services available to individuals and groups in Australia and consider how they could be used to improve health.
- Perform proficiently motor skills, which are appropriate to specific games, activities and sports.
- Describe initiatives and motivational influences that effect participation in physical activity.
ASSESSMENT

There will be a variety of tasks undertaken from the following:

**Italian**
- Vocabulary and Grammar.
- Reading and Writing.
- Listening and Speaking
- Cultural Assignments

**Japanese**
- Script
- Reading and Writing
- Listening
- Speaking
- Cultural Assignments

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

**LOTE (Languages other than English)**

**Italian**
This unit further explores the Italian language and culture through the study of various topics such as friends, school, family, countries and the environment. Italian feasts and celebrations encourage students to explore cultural and historical aspects of Italy and comparisons are made between Italian and Australian lifestyles throughout the unit.

**LEARNING STANDARDS**
- Identify main concepts in text and make a simple evaluative written comment.
- Demonstrate comprehension of and respond to spoken texts.
- Express personal meaning in short conversations, role-plays or oral reports.

**Japanese**
In this unit, students draw on language and content from their own lives and their local and social environments. The tasks involve language that is recycled in a variety of ways through repetition, interactive talk, simplification and elaboration. Students learn to read and write through tasks that incorporate models, patterns and features of the Japanese language.

**LEARNING STANDARDS**
- Read and write all hiragana and combination correctly, including long vowel and double letter sounds and spelling conventions.
- Read and write simple sentences.
- Complete listening tasks of various spoken texts.
- Participate in a simple dialogue, using culturally appropriate gestures and language.

**NB:** The LOTE selection made for Year 8 means this is the LOTE that can be studied in future years at the College. EG: Italian chosen for Year 8 means Italian is the only LOTE available to you for Years 9, 10, 11 and 12.
CORE CURRICULUM

MATHEMATICS

Year 8 Mathematics builds on the foundation of mathematical skills and practice undertaken in Year 7 with content covering the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. Within each content strand students aim to demonstrate proficiency in Understanding, Fluency, Problem Solving and Reasoning.

Core units of study:

- Integers
- The Cartesian Plane and Linear Graphs
- Measurement (Circles – circumference & area; Volume of prisms; Time Zones)
- Ratio
- Algebra (Substitution; Expansion of Brackets)
- Percentages
- Geometry (Congruent and Similar Figures)
- Equations (Solving Linear Equations)
- Statistics (Organising Data)
- Pythagoras’ Theorem

LEARNING STANDARDS:

- Efficient use of mental and written strategies to carry out the four operations with integers.
- The solution of everyday problems involving rates, ratios and percentages.
- Making connections between expanding and factorising algebraic expressions.
- Simplifying a variety of algebraic expressions.
- The solution of linear equations and graphing of linear relationships on the Cartesian plane.
- Identification of conditions for the congruence of triangles and deduction of the properties of quadrilaterals.
- Solution of problems relating to the volume of prisms.
- Making sense of time duration in real applications.
- Conversion between units of measurement for area and volume.
- The ability to perform calculations to determine perimeter and area of parallelograms, rhombuses and kites.
- The naming of the features of circles and calculation of their areas and circumferences.
- The use of sample data properties to predict the characteristics of the population.

ASSESSMENT

Assessment will be based on the completion of a variety of tasks including:

- Workbook Activities
- Problem Solving and Reasoning Activities
- Topic Tests
- Semester Tests

Contributions to class discussions and completion of class work will also be considered
ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Practical Reports
- Topic Tests
- Research Presentations
- Design Project

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

SCIENCE

The Science content includes the three strands: Science Understanding; Science Inquiry Skills and Science as a Human Endeavour. These 3 strands are interrelated and its content is delivered in an integrated way.

LEARNING STANDARDS

By the end of Year 8, students will be able to:

- compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances.
- identify different forms of energy and describe how energy transfers and transformations cause change in simple systems.
- compare processes of rock formation, including the time scales involved.
- analyse the relationship between structure and function at cell, organ and body system levels.
- examine the different science knowledge used in occupations.
- explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.
- identify and construct questions and problems that they can investigate scientifically.
- consider safety and ethics when planning investigations, including designing field or experimental methods.
- identify variables to be changed, measured and controlled.
- construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.
- 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.
- use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

SEMESTER 1

- Cells as the basic units of living things
- Properties of the different states of matter
- Differences between elements, compounds and mixtures
- The dynamic earth — formation of rocks and properties of rocks
- Energy — change of energy from one form to another.

SEMESTER 2

- Interaction and change — reaction of substances to form new substance
- Structure and function — body systems of multicellular organisms.
- The dynamic earth — formation and properties of rocks.
**CORE CURRICULUM**

**SPORT**

All students in Year 8 participate in Sport on a Tuesday afternoon. In Semester 2 every Year 8 student will try out for an EISM representative team, those who are not successful in making an EISM team participate in House Sports.

**EISM Sports:**

<table>
<thead>
<tr>
<th>Term 1 Boys and Girls</th>
<th>Term 1 Boys and Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming Carnival preparation</td>
<td>Athletics Carnival preparation</td>
</tr>
</tbody>
</table>

**Term 2 Boys**
- Football
- Soccer
- Basketball
- Volleyball
- Hockey

**Term 2 Girls**
- Netball
- Soccer
- Basketball
- Volleyball
- Hockey

**Term 3 Boys—EISM**
- Football
- Soccer
- Basketball
- Table Tennis

**Term 3 Girls—EISM**
- Netball
- Table Tennis
- Basketball
- Hockey

**Term 4 Boys—EISM**
- Cricket
- Volleyball
- Hockey
- Tennis

**Term 4 Girls—EISM**
- Soccer
- Tennis
- Softball
- Volleyball
- Super 8’s Cricket

Participation in activities, behaviour and willingness to be part of a team will play a role in selection to these EISM activities.
CORE CURRICULUM

TECHNOLOGY—Textiles
In this unit students focus on developing the basic skills in Textiles. Use and care of the sewing machine and hand-sewing techniques are reinforced in the making of a variety of projects. Each project enables the student to incorporate their own design ideas within the parameters of the design process and then to analyse and evaluate their success. Throughout the semester the importance of appropriate risk management and safety are stress when working in this practical environment.

LEARNING STANDARDS
Investigating and designing
- Use various strategies and sources of information to investigate and research a range of factors relevant to design briefs.
- During the design process, clarify their understanding of design brief requirements and their design ideas by gathering, responding to and providing feedback to others.
- Develop evaluation criteria from the design brief to inform their judgments during the design process.
- Use a variety of techniques to visualise design ideas and concepts.
- Understand and logically sequence major stages of production, and calculate and list materials and quantities needed for production.
- Record and communicate their ideas using a variety of media that includes information and communications technology equipment, techniques and procedures.

Producing
- Work safely with a range of tools & equipment, including some which are complex and processes to produce products meeting requirements of set tasks.
- Make modifications during production, providing explanation for changes and use of evaluation criteria

Analysing and evaluating
- Select appropriate equipment & techniques to safely test & evaluate their products.
- Suggest modifications to improve their products in light of evaluation of their performance, function and appearance, function and performance and appearance.
- Recommend improvements to the performance, function and appearance of others’ products
- Describe and analyse the social and environmental impacts of their products
CORE CURRICULUM

TECHNOLOGY—Wood, Metal & Plastics
This unit focuses on the design process: planning, justifying, implanting design ideas and evaluating the efficiency of the products made. Students research the characteristics of different materials and the effect/s their continued use has on our environment. A number of products will be designed and produced in practical classes to enable students to demonstrate an increasing independence in the use of a range of tools, equipment and machinery. Students have the opportunity to learn many new processes and develop skills and techniques in the workshop area. Safety and safe working procedures will be stressed as well as clean working habits.

LEARNING STANDARDS

Investigating and designing
- Use various strategies and sources of information to investigate and research a range of factors relevant to design briefs.
- During the design process, clarify their understanding of design brief requirements and their design ideas by gathering, responding to and providing feedback to others.
- Develop evaluation criteria from the design brief to inform their judgments during the design process.
- Use a variety of techniques to visualise design ideas and concepts.
- Understand and logically sequence major stages of production, and calculate and list materials and quantities needed for production.
- Record and communicate their ideas using a variety of media that includes information and communications technology equipment, techniques and procedures.

Producing
- Work safely with a range of tools & equipment, including some which are complex and processes to produce products meeting requirements of set tasks.
- Make modifications during production, providing explanation for changes and use of evaluation criteria.

Analysing and evaluating
- Select appropriate equipment & techniques to safely test & evaluate their products.
- Suggest modifications to improve their products in light of evaluation of their performance, function and appearance, function and performance and appearance.
- Recommend improvements to the performance, function and appearance of others’ products.
- Describe and analyse the social and environmental impacts of their products.

ASSSESSMENT

There will be a variety of tasks undertaken from the following:
- Toy Boat
- Plastic Key Tag
- Ned Kelly’s Armour
- Wind-driven Device
- Wall Chart

Contributions to class discussions and completion of class work will also be considered.
THE ARTS—Music
This unit will focus on three key areas: aural comprehension, composition, and the development of instrumental music practices. This will be achieved by re-enforcing the basic elements of music reading that were covered in Year 7 music.

LEARNING STANDARDS
The unit activities link to the following Victorian Essential Learning Standards:

Creating and making
- Students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present musical works that represent and communicate ideas and purpose.
- They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of musical forms and styles.
- Generate and develop ideas that explore particular concepts, techniques and issues when making musical works.
- Combine and manipulate musical elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks.
- Maintain a record of the creating and making of their musical works and explain their decisions about how they present musical works for specific purposes and audiences.

Exploring and responding:
- Research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others’ use of musical elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies.
- Compare, analyse, evaluate, and interpret the content, meaning and qualities in musical works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate musical language.
- Describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary musical works, including their own, are influenced by cultural and historical contexts.
- Use appropriate musical language.

ASSESSMENT
There will be a variety of tasks undertaken from the following:

- Aural and theory comprehension
- Composition
- Performance
- Music History

Contributions to class discussions and completion of class work will also be considered.
<table>
<thead>
<tr>
<th></th>
<th><strong>Year 7</strong></th>
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<th><strong>Year 8</strong></th>
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<th><strong>Year 9</strong></th>
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<tbody>
<tr>
<td>Religious Education</td>
<td>6 periods</td>
<td></td>
<td>6 periods</td>
<td></td>
<td>6 periods</td>
</tr>
<tr>
<td>English</td>
<td>16 period combined (English/Humanities)</td>
<td></td>
<td>10 periods</td>
<td></td>
<td>10 periods</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td>6 periods</td>
<td></td>
<td>6 periods</td>
</tr>
<tr>
<td>(Includes History &amp; Geography)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>10 periods</td>
<td></td>
<td>10 periods</td>
<td></td>
<td>10 periods</td>
</tr>
<tr>
<td>Science</td>
<td>7 periods</td>
<td></td>
<td>7 periods</td>
<td></td>
<td>6 periods</td>
</tr>
<tr>
<td>LOTE</td>
<td>8 periods includes 4 Japanese &amp; 4 Italian</td>
<td></td>
<td>6 periods chosen language all year (Japanese OR Italian)</td>
<td></td>
<td>8 periods (Elective)</td>
</tr>
<tr>
<td>PE/Health</td>
<td>5 periods</td>
<td></td>
<td></td>
<td></td>
<td>2 periods</td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
<td>7 periods</td>
<td></td>
<td>4 periods (Thursdays)</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>Drama/Art 4 periods (1 semester each)</td>
<td></td>
<td>Music 4 periods (1 semester only)</td>
<td></td>
<td>2 Electives per Semester 8 periods each (Total 4 Electives per year)</td>
</tr>
<tr>
<td>Technologies</td>
<td>IT/Food 4 periods (1 semester each)</td>
<td></td>
<td>Textiles/Wood 4 periods (1 semester each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td>Economics, Business &amp; Civics 4 periods (1 semester only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>60 periods</td>
<td></td>
<td>60 periods</td>
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