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## CORE

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IMPORTANT DATES

LOTE 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 12, 2016.

**NB:** Completion and submission of subject selection forms does not imply satisfactory completion of Year 7 and promotion to Year 8.
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 2018.

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.

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.

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.
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 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 Victorian Curriculum 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 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.
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
Contributions to class discussions and completion of class work will also be considered. Assessment across the year will include a range of tasks such as:

- Folio work
- Research Tasks
- Scriptural Analysis
- Presentations
- Group Work
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
Contributions to class discussions and completion of class work will also be considered. Assessment across the year will include a range of tasks such as:

- Workbook Entries
- Reading & Writing Activities
- Speaking & Listening Activities
Core Curriculum

Health & 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, Sofcrosse, Football codes, Hockey and Speedminton. Students are required to wear the full PE uniform for all practical lessons. Theory topics include 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

Contributions to class discussions and completion of class work will also be considered. Assessment across the year will include a range of tasks such as:

- Assignments
- Practical Application of Skills
- Tests
HUMANITIES - HISTORY

History: The course provides a study of history during the Middle Ages. The course provides a study of the significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society, the significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power, perspectives of subject peoples and their interactions with power and/or authority of others and the role and achievements of a significant individual and/or group and one significant challenge and one development faced by the society that caused progress or decline.

There will be three main areas of study: European and the Mediterranean world, The Asia-Pacific world and Expanding Contacts: Discovery and Exploration.

AREAS OF STUDY
- Medieval Europe (c.590 – c.1500)
- Mongol Expansion (c.1206 – c.1368)
- Renaissance Italy (c.1400 – c.1600)

LEARNING STANDARDS
- Identify and explain patterns of change and continuity over time.
- Analyse the causes and effects of events and developments.
- Identify the motives and actions of people at the time.
- Evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society.
- Evaluate different interpretations of the past.
- Sequence events and developments within a chronological framework with reference to periods of time.
- Locate and select historical sources and identify their origin, content features and purpose.
- Explain the historical context of these sources.
- Compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past using sources.
- Explain different historical interpretations and contested debates about the past. Students
- Construct an explanation using sources of evidence to support the analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts; evidence identified in sources, and acknowledges their sources of information.

ASSESSMENT
Contributions to class discussions and completion of class work will also be considered. There will be a variety of tasks undertaken from the following:

- Information Report
- Research Task
- Essays
- Document Studies
CORE CURRICULUM

HUMANITIES - GEOGRAPHY

Students examine the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection. There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing Nations. Landforms and landscapes focus is on investigating geomorphology through a study of landscapes and their landforms. It also develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. Changing nations focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change. It explores the process of urbanisation and how it interconnects with low and middle-income economies and societies. It investigates the reasons for the high level of urban concentration in Australia and examines issues related to the management and future of Australia’s urban areas.

AREAS OF STUDY
- Landforms and landscapes
- Changing Nations

LEARNING STANDARDS
- Explain processes that influence the characteristics of places.
- Identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications.
- Compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes.
- Ethically collect, record and select relevant geographical data and information from useful sources.
- Select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions.
- Analyse maps and other geographical data and information
- Use geographical terminology, to develop identifications, descriptions, explanations and conclusions.
- Use digital and spatial technologies to represent and analyse data and information

ASSESSMENT
Contributions to class discussions and completion of class work will also be considered. There will be a variety of tasks undertaken from the following:
- Workbook Activities
- Research Report
- Folio Tasks
- Mapping Activities
CORE CURRICULUM

HUMANITIES - CIVICS

The Year 8 Economics, Business & Civics subject is divided into two areas of study: Economics and Business and Civics and Citizenship. The course will begin with a basic introduction to Money; it's different forms and its functions.

Economics & Business: In this area of study students consider what it means to be a consumer, a worker and a producer in the market and the relationships between, and interdependence of, these groups. The ways markets work within Australia to set prices, the participants in the market system and the ways these participants may influence the market's operation are explored. Students investigate how businesses and individuals use enterprising behaviours and capabilities and how entrepreneurial capabilities contribute to business success and help businesses create and respond to opportunities in the market. Setting goals and planning is a vital skill for both individuals and businesses and students identify and practise methods to achieve these goals in different contexts. The rights, responsibilities and opportunities that arise for businesses and consumers are considered along with the ways work contributes to individual and societal wellbeing. The emphasis is on personal, community, national and regional issues, with opportunities for the concepts to be considered in relation to global issues where appropriate.

LEARNING STANDARDS

Economics & Business

- Describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market’s operation.
- Explain the rights and responsibilities of consumers and businesses when making economics and business decisions. Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals.
- Describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success.
- Discuss how work contributes to societal wellbeing and describe the influences on the work environment.
- Identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.

ASSESSMENT

Contributions to class discussions and completion of class work will also be considered. There will be a variety of tasks undertaken from the following:

- Research Task
- Case Study
- Tests
Civics and Citizenship: This area of study provides a study of the Australian Constitution and how its features, principles and values shape Australia’s democracy. They explore the responsibilities and freedoms of citizens and how citizens can participate in Australia’s democracy. They look at how the rights of individuals are protected through the justice system, how laws are made and the types of laws used in Australia. Students also explore how Australia’s secular system of government supports a diverse society with shared values. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

LEARNING STANDARDS

Civics and citizenship skills
- Explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy.
- Analyse features of Australian democracy, and explain features that enable active participation.
- Explain how Australia’s legal system is based on the principle of justice, and describe the types of law and how laws are made.
- Identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society.
- Analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts.

ASSESSMENT
Contributions to class discussions and completion of class work will also be considered. There will be a variety of tasks undertaken from the following:

- Research Task
- Case Study
- Tests
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.

ASSESSMENT
Contributions to class discussions and completion of class work will also be considered. There will be a variety of tasks undertaken from the following:
- Vocabulary and Grammar
- Reading and Writing
- Listening and Speaking
- Cultural Assignments
CORE CURRICULUM

MATHEMATICS

LEARNING STANDARDS

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

Contributions to class discussions and completion of class work will also be considered. There will be a variety of tasks undertaken from the following:

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

SCIENCE
The Science content includes the two strands - Science Understanding (SU) and Science Inquiry Skills (SIS). These 2 strands are interrelated and its content is delivered in an integrated way.

LEARNING STANDARDS
- Students explain how evidence has led to an improved understanding of a scientific idea. They discuss how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society.
- They use examples to illustrate how light forms images.
- They use a wave model to explain the properties of sound.
- They use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances.
- They describe and apply techniques to separate pure substances from mixtures.
- They provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation.
- They analyse the relationship between structure and function at cell, organ and body system levels.
- They compare processes of rock formation, including the time scales involved, and analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.
- Students identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge.
- They plan experiments, identifying variables to be changed, measured and controlled.
- They consider accuracy and ethics when planning investigations, including designing field or experimental methods.
- Students summarise data from different sources and construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions.
- They explain how modifications to methods could improve the quality of their data and apply their scientific knowledge and investigation findings to evaluate claims made by others.
- They use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings.

SEMESTER 1
- Cells are the basic units of living things and have specialised structures and functions.
- Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.
- The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.
- Differences between elements, compounds and mixtures can be explained by using a particle model.

Continued next page
SEMESTER 2
- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.
- Water is an important resource that cycles through the environment.
- Light can form images using the reflective features of curved mirrors and the refractive features of lenses, and can disperse to produce a spectrum which is part of a larger spectrum of radiation.
- The properties of sound can be explained by a wave model.
- Chemical change involves substance reacting to form new substances.

ASSESSMENT
Contributions to class discussions and completion of class work will also be considered. There will be a variety of tasks undertaken from the following:
- Practical work including student designed investigations
- Topic Tests
- Research presentations
- Examination
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.

TERM 1 BOYS AND GIRLS
Swimming Carnival preparation
Athletics Carnival preparation

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

ASSESSMENT

Contributions to class discussions and completion of class work will also be considered. There will be a variety of tasks undertaken from the following:

- Written Activity
- Sewing Machine Skills
- Practical Activities
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.

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

TECHNOLOGY—THE ARTS

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

Contributions to class discussions and completion of class work will also be considered. There will be a variety of tasks undertaken from the following:

- Aural and theory comprehension
- Composition
- Performance
- Music History
### CURRICULUM OVERVIEW PER 10 DAY CYCLE (YEARS 7 - 9 2017)

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