



Years 7 and 8 Handbook 2021

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An introduction to Years 7 and 8 at Shelford

Year 7 students enter the Senior School surrounded by fresh faces, grand ideas and new experiences. They are inspired by their teachers, motivated by their peers and challenged by our expectations. All students are encouraged to strive for their best and to reach for even greater rewards as they set goals and work hard for their future.

Our Senior School curriculum is based on the Victorian Curriculum standards but also reflects the values we place on a liberal education, one that is relevant, dynamic and inspiring to our students.

The Shelford Girls' Grammar *Years 7 and 8 Handbook 2021* outlines the subjects offered to students in these year levels.

Students in Years 7 and 8 study a wide range of subjects designed to give them a broad experience, consolidate skills, provide extension and to support their transition into a secondary school setting. They also participate in the C3 Program. The program is held during the final week of the school year and encourages Creativity, Collaboration and Celebrates the students' achievements (C3). It is a week-long House competition that merges curriculum and the School's values with hands on and teamwork-based activities.

All students in Years 7 and 8 participate in the Quærite Program and the Outdoor Education Program.

The Quærite Program

The Quærite program is a personal development program that operates throughout the whole school. Students in Years 7 and 8 experience much change in their lives. Through exploring a variety of themes, we are able to nurture the physical, social and emotional development of each student.

The program is divided into four areas and a new area is covered each term that supports their learning and wellbeing.

1. Positive Education
2. Respect and Relationships
3. Myself as a learner
4. Discovering my Place

Each area is run by a team which comprises teaching staff and guest speakers. Plays, peer teaching, projects, excursions and incursions are some of the activities that help to engage the students learning and participation.

The program develops skills, knowledge, attitudes and understandings which will enable the students to value and lead healthy lives as contributing and productive members of society. The program is constantly reviewed and updated in response to contemporary issues. Quærite compliments and enhances the efforts made by families and community groups to support young people.

Year Level Coordinator

Each year level has a Year Level Coordinator who oversees the progress and the wellbeing of each student. The Year Level Coordinator works with the students in the Quærite program, runs the year level assemblies and organises activities and camps associated with their level. Contact with the Year Level Coordinator can be made by email or by phone during school hours.

Summary of courses

Summary of courses Year 7

All students in Year 7 study the following subjects:

- Drama
- English
- French
- Health and Nutrition
- Humanities (Incorporating Geography, History, Economics and Civics & Citizenship)
- Japanese
- Music
- Mathematics
- Physical Education
- Quærite
- Science
- Visual Art

Summary of courses Year 8

All students in Year 8 study the following subjects:

- Drama
- English
- French *or* Japanese
- Health and Nutrition
- Humanities (Incorporating Geography, History, Economics and Civics & Citizenship)
- Music
- Mathematics
- Physical Education
- Quærite
- Science
- Visual Art

Subject descriptions

English

The English curriculum is built around the three interrelated strands of **Language, Literature and Literacy**. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Organisation, punctual submission of assignments and the completion of all set homework are encouraged and strictly monitored. Homework is set regularly.

English – Year 7

By the end of Year 7, the student should be able to do the following.

Reading and viewing

Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Writing

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.

Speaking and listening

Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.

English – Year 8

By the end of Year 8, the student should be able to do the following.

Reading and viewing

Students understand how text structures are influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. Students compare different texts which explore similar themes.

Writing

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they consider intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and listening

Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.

Drama

Drama – Year 7

Drama at Year 7 is designed to develop an awareness of vocal and physical expressive skills through movement, improvisation, role-plays and character work. Employing their performance skills, students create a range of characters and the worlds in which they live. Students explore a range of theatrical conventions and work collaboratively to devise an original ensemble performance. Imagination, experimentation, improvisation, observation and research are combined to develop performances that highlight an understanding of prescribed performance styles and basic stagecraft, culminating in a devised performance for Year 6 students attending Transition Day.

Students develop a repertoire of appropriate language and terminology to discuss and evaluate their own work and the work of others. Journals are utilised to record ideas, observations and reflections and are an integral part of consolidating Drama specific language.

Drama – Year 8

In Year 8 Drama students explore how to use a variety of stimulus material to create effective performances. They study the origins of performance and create original work using theatrical conventions such as masks, chorus, narration, tableaux, stylised and choreographed movement and song. Students learn how to manipulate the dramatic elements of space, symbol, mood, sound, tension and timing to create meaning on stage. They continue to develop their expressive and performance skills, understanding of the collaborative process and stagecraft knowledge.

Students adapt a selected text to create a performance for the students in the Junior School, applying their knowledge of chosen stagecraft areas, as well as being introduced to more complex texts such as the work of Shakespeare. These are developed for presentation to an audience in Semester 2.

Students continue to build their repertoire of appropriate terminology to analyse and evaluate their own work as well as evaluating and analysing professional performances. Drama journals assist students with the documentation and development of the performance process.

Food Studies

Food Studies – Year 7

The central focus of this course is for students to gain a basic knowledge of food and nutrition and its relationship to health. Students develop an understanding of food preparation and presentation techniques through practical 'hands on' production of food, and learn to work safely and hygienically in the kitchen.

They develop an understanding of the nutritional properties of food and sound food selection using the Healthy Eating Pyramid.

Assessment

Students use a work book to record activities, design activities and complete evaluation questions after each practical session.

Food Studies – Year 8

The focus of this course is on nutrition and healthy lifestyle, particularly during adolescence. Students study the key nutrients required at this lifespan stage and identify the major elements in the prevention of illness and disease. They develop an understanding of ways to make changes to their diet and lifestyle to incorporate a wider variety of foods to meet the nutritional needs of adolescence. They continue to undertake practical food production activities, which help them develop an understanding of healthy eating and food choice.

They develop an understanding of the nutritional properties of food and sound food selection using the Australian Guide to Healthy Eating.

Assessment

Students use a work book to record activities, design activities and complete evaluation questions after each practical session.

French

Shelford uses the Accelerated Integrated Method of teaching French in Year 7 and Year 8. The Program is called 'Histoires en action!' and is based on the use of stories and music. It is well suited to learners of all styles and the range of motivating activities helps students to develop confidence in their ability to communicate in French. Further information about this program can be found at:

<http://www.aimlanguagelearning.com/what-is-aim/>

French – Year 7

We introduce students to the French language and the culture associated with French speaking communities via the use of stories. The curriculum focuses on oral fluency and students learn to pronounce words and produce language patterns by using gestures and choral repetition. All target vocabulary is taught kinaesthetically, visually and in an auditory manner, thus responding to a variety of learning styles. Fluency is built by the systematic scaffolding of the presentation of new vocabulary, beginning with the words of highest frequency and widest scope. As the patterns and pronunciation are consolidated, students adapt and create their own stories both orally and in writing.

Grammar is taught via language patterns, rather than formally, at this level, and the students process, manipulate and adapt the elements and constructions covered. Group and pair work are integral activities and students develop cooperative learning skills. As the patterns and pronunciation are consolidated, students adapt and create their own stories both orally and in writing.

Semester 1

Students learn the high frequency vocabulary needed to greet friends, introduce and describe themselves and others. Using a children's story, they learn and present a scripted play. They are also introduced to written work.

Semester 2

Students build their vocabulary and linguistic base, focusing on two stories dealing with modes of transport and destinations that include other French speaking communities. They learn and present these stories through a variety of oral and written activities.

Assessment

Assessment is continuous and is based on participation in class, oral, aural, visual and writing activities. All students are entered in a poetry competition organised annually by the Alliance Française de Melbourne.

French – Year 8

Please note: Year 8 French is a prerequisite for Year 9 French.

The course continues the Accelerated Integrated Method of French learning, used in Year 7, then transitions to a more traditional approach, using a textbook and workbook. The curriculum maintains its focus on oral fluency and language patterns, moving from informal to more formal grammar presentation. At this level, the students process, manipulate and adapt the elements and constructions covered. Group and pair work are integral activities and students develop cooperative learning skills.

Semester 1

Students learn and present a scripted play and continue with written work. They read and learn a story involving holidaying in other French-speaking communities. Through grammar raps and chants, students incorporate progressively more advanced language patterns into their spoken and written responses. Students participate in discussion, research and presentation of cultural aspects of French speaking communities.

Assessment

Assessment is based on regular written, oral, aural and reading comprehension activities.

All students are entered in a poetry competition organised annually by the Alliance Française de Melbourne.

Semester 2

A more traditional analytical approach to grammar is introduced in order to increase students' competency in building complex sentences in both spoken and written situations. Using a textbook and workbooks, their study takes a thematic approach which exposes them to a broad range of oral, aural and written texts and activities.

Assessment

Assessment is based on regular written, oral, aural and reading comprehension activities.

Humanities

Humanities – Year 7

Students enter Humanities classes with a wide range of perceptions, knowledge, skills, values and attitudes about the world. The study of Humanities at Year 7 aims to expand and refine students' inquiry skills and year.

1. Geography – Natural world

In this unit students are taught the skills of a geographer. They study different types of maps and learn to interpret data in the atlas. Various natural environments are investigated including rainforests and rivers, assessing the impact of human settlement. Students study the significance of water as a vital resource, focusing on how it is used, distributed and managed throughout the world. Fieldwork is undertaken so that students learn how to carry out a geographic inquiry.

2. History – Ancient civilisations

This unit provides students with an awareness of the immense variety of human experiences throughout time. Students learn how to analyse primary and secondary sources and compare differing viewpoints about the past in a written essay. They will also begin to appreciate the importance of historical evidence in explaining past societies. This unit involves the integrated study of a range of ancient civilisations including Egypt, Greece, China and Rome. Topics raised include daily life, government, civics and citizenship, warfare, trade, economics, exploration and legacies. Students will also develop an ancient civilisation museum to showcase their learning.

3. Economics, Civics and Citizenship

Semester 1: Economics – Money matters

In this unit students are introduced to the world of business and money. Students study how businesses are developed and the market relationship between consumers and producers. Students begin to understand and apply important financial concepts to their own lives.

Semester 2: Civics and Citizenship – Power of the People

In this unit students learn about the key features of Australia's system of government and explore how this system aims to protect all Australians with a focal point on the development of the Australian Constitution. Students also learn about their role as active citizens.

Assessment

Inquiry based research assignments, both group and individually based, form a major component of the assessment in this subject. Students follow through the process of planning, data collection and representation and interpretation of both written and visual evidence in order to complete their investigations. Other items of assessment include practical mapping and graphing exercises, annotated visual displays, essay writing, role play activities, field work and unit tests.

Humanities – Year 8

In Year 8 Humanities, students undertake four disciplines studying units which focus on Geography, History, Economics and Civics. Specifically designed to cater for the diversity of student interest and personal learning styles, the program includes an emphasis on self-directed, inquiry-based learning and a variety of ICT skills are taught. By studying past and future perspectives students develop an understanding of democratic processes, social justice, enterprise and sustainability. The course will focus on the interaction of people with the environment at a local, national and global scale, enabling them to participate as active and informed citizens in our global community.

1. History – Medieval History Mystery!

The medieval era was full of mystery, intrigue and change. This unit investigates a time of connection between the ancient and modern world from c.1000AD to c.1600AD. Students will study feudalism and its strict social hierarchy, daily life, the importance of religion and the monarchy, the legal system and the expansion of knowledge. The unit begins with an overview of social and political history addressing the above ideas. The depth study includes a focus on Medieval Europe and Shogun Japan.

As an inquiry-based course, key questions and hypotheses will drive students' discoveries of what life was like. These investigations will be conducted through the use of a variety of research and analysis tasks. Students will use a range of primary and secondary written and visual sources and ICT skills to collate, summarise and present findings. Assessment is based on class work, analysis exercises and thinking routines, research tasks, essay and a test.

2. Geography – City to Surf

In Geography, students' study both the human and natural world. They will investigate the natural processes which have shaped coastlines throughout Australia ranging from the rocky Twelve Apostles to the sandy beaches of the Gold Coast. Coastal landforms are both dynamic and fragile, requiring protection and management. The impact of human settlement and tourism along coastlines will be studied and a fieldwork will be conducted at Sandringham Harbour. Students develop a variety of mapping and sketching skills.

As a second depth study, students will gain an understanding of urbanisation. Focussing on Asia, USA and Australia, the growth of cities will be analysed. By using maps, graphs and appropriate geographical language, students will learn how to explain spatial contrasts between countries. The importance of urban planning, living conditions, cultural diversity and environmental issues are all discussed.

Assessment is based on class work, mapping skills, fieldwork and tests.

3. Economics & Civics and Citizenship – Changing Attitudes, Laws and Lives

In the Civics rotation, students investigate and learn how to be a part of our democratic society and how to make change happen. Beginning with a background in the development of democracy and universal suffrage within Australia, students will learn about our elected representatives at local, State, and Federal levels, and how they act to make Australia a better place in which to live. Building on this, students will investigate how making change in society happens, from the legal to the illegal and from the acceptable to unpalatable. In the Economics rotation, students will explore the characteristics of entrepreneurs and successful businesses. Students will consider the ways in which work can contribute to individual and societal wellbeing.

Assessment is based on class work, analysis and interpretation of content, research, assignments and presentations.

Japanese

Japanese – Year 7

The Year 7 course develops the students' ability to understand, speak, read and write in Japanese on foundation communication topics. Students are also exposed to the culture of contemporary Japan in a context which is relevant to their own interests and experience. Students will learn to read and write the hiragana character writing system and master a number of kanji characters.

This course is designed for both beginning students and students who have had previous experience of learning Japanese.

Semester 1

Students learn all of the 46-character hiragana script and a number of kanji characters. They cover the language necessary to communicate on topics including: greetings, introductions, likes and dislikes and the number system.

Semester 2

Students continue their consolidation of the hiragana script and their learning of the kanji script. They cover the language required to talk about such topics as: Japanese cuisine, family and neighbourhood.

Assessment

Assessment is continuous and is based on participation in class oral and aural activities, homework exercises and regular tests.

Japanese – Year 8

In Year 8 students may elect to continue their study of Japanese. It is important to note that Year 8 Japanese is a prerequisite for Year 9 Japanese.

The Year 8 Japanese course continues to develop the students' ability to understand, speak, read and write in Japanese. Language learning is complimented by relating cultural aspects of contemporary Japan and the Japanese people to the topics. Students are expected to be proficient in the hiragana phonetic character writing system, and a further number of the kanji characters are introduced for use when reading and writing.

Semester 1

Students cover the language necessary to communicate on topics including: sports and hobbies, daily and weekly routines, and school life.

Semester 2

Students cover the language necessary to communicate on topics including: school events, seasons, and spare time activities.

Assessment

Assessment is continuous and is based on participation in class oral and aural activities, homework exercises and regular tests.

Mathematics

Individual difference policy

Many individual differences are addressed within the framework of our Mathematics curricula. This is achieved through the provision of open-ended mathematical investigations and challenging problems. These problems can be undertaken using simple numerical techniques or by the combination of mathematical concepts to develop new more sophisticated concepts. In each case, students build upon and extend their present mathematical knowledge. There are tests at the end of each topic. In some cases, it is more appropriate to design an individual program for a student. This would be done in consultation with the Learning Enhancement Coordinator.

Mathematics –Year 7

Year 7 includes topics related to the following.

Measurement and geometry

- Angles
- Polygons
- Parallel and perpendicular lines
- Area and perimeter of rectangles, squares, triangles, circles and composites of these shapes
- Cartesian coordinates

Number and algebra

- Number properties including primes and divisibility
- Operating with whole numbers, fractions, decimals and percentages
- Number patterns, indices, estimation and directed numbers
- The concept of algebra, descriptive algebra, formulae, substitution, simplification and equation-based problems

Statistics and probability

- Investigate equally likely outcomes and summary statistics

Mathematics – Year 8

Year 8 includes topics related to the following.

Measurement and geometry

- Angles in parallel lines and prisms
- Transformations and congruence
- Perimeter, area and surface area using figures, solids and nets of shapes related to rectangles, squares, triangles, circles and composites of these shapes
- Pythagoras' theorem
- Linear graphs

Number and algebra

- Indices
- Estimation, directed number and ratio
- Fractions, decimals and percentages
- Expansion, simplification and substitution using algebraic equations and solutions to multistep equations
- Solving and manipulating in equations

Statistics and probability

- Interpreting graphical information, summary statistics
- Calculating probabilities with multiple events and representing probabilities with Venn and tree diagrams

Music

Music – Year 7

Make it sound – This course has two tiers.

1. The instrumental program for beginners

Beginner students make and create music in a band setting, learning to play an instrument with tuition from specialist teachers. The instrumental environment develops playing, listening and improvisational skills and encourages strategies for rehearsing, interpreting and presenting as part of an ensemble. In classroom activities students continue to explore and experiment with sound and musical elements and present their creative ideas through performance and composition.

2. The instrumental program for non-beginners (those already established on an instrument)

Experienced students work together as a class ensemble to further develop technical skills and to enjoy the experience of playing together. The instrumental environment develops playing, listening and improvisational skills and encourages strategies for rehearsing, interpreting and presenting as part of an ensemble. In classroom activities students continue to explore and experiment with sound and musical elements and present their creative ideas through performance and composition. Students respond to a range of musical styles and describe and discuss the expressive, technical and artistic qualities of the music. In the Music Technology component students compose and create using computer software. Students also study the theory of music at the appropriate A.M.E.B. level for their individual ability.

Assessment

Assessment is based on continuous practical work and class activities. Assessment areas include: development of specific technical skills relating to their chosen instrument, rehearsing and presenting as part of an ensemble, experimenting with sound through composition and listening and responding to music. A formal A.M.E.B. theory examination is undertaken by the experienced students.

Music – Year 8

Stay tuned!

This is an Instrumental Program for mainstream and extension (more experienced) students.

Students complete several practical units of music: Music technology, acoustic guitar and Music performance. In classroom activities, students continue to explore and experiment with sound and musical elements and present their creative ideas through performance and composition. Students respond to a range of musical styles and describe and discuss the technical and artistic qualities of music. Extension students undertake an A.M.E.B theory external examination. In Term 4 all students from the mainstream and extension tiers work together to create a combined performance piece.

Assessment

Assessment is based on continuous practical work and class activities. Assessment areas include: manipulating Music Technology and playing guitar instruments (for mainstream students) or further developing performance skills on their chosen instrument (extension students); reading and interpreting written notation; aural skills; and the ability to work collaboratively and creatively in ensemble contexts. Extension students are required to undertake a formal AMEB theory examination (level is determined by each individual's ability).

Outdoor Education

Outdoor Education plays an important part in the development of the human spirit. Shelford recognises the positive educational and recreational experiences that outdoor education provides and thus creates the opportunity for students to participate in an outdoor education program through Years 7 and 8. Our compulsory program is sequential in skill and concept development and has strong links with curriculum.

Outdoor Education – Year 7

Year 7 students attend Billabong Ranch, Echuca. The primary focus of this camp is to provide further opportunities for students to truly consolidate friendships. This camp provides new challenges, experiences and team building opportunities in a stimulating environment. The Year 10 Peer Support Leaders also attend the camp and run significant workshops. Through these sessions, Year 7 students learn more about the values we uphold at Shelford. Some of the physical experiences include, horse-riding, mini golf, swimming, paddleboats, archery, a ropes course and team building activities. The activities are designed to assist students in all aspects of their life. The skills developed will provide the foundation for subsequent outdoor education activities.

Outdoor Education – Year 8

Year 8 students take part in a four-day program at Kinglake Ranges Wilderness Camp. During this camp, students are involved in a range of activities that provide new challenges, and develop their skills in leadership, teamwork, communication and resilience. These activities include Trangia cooking, ropes courses, a leap of faith, skills initiatives, solo time, navigation and bushwalking. Students spend one night in dorm style accommodation and two nights in tents. This camp introduces students to skills which they will build upon in the Year 9 program.

Physical Education

Throughout the Physical Education curriculum, students learn how to enhance their own and others' health, wellbeing and physical activity participation, in varied and changing contexts. The program offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

Physical Education in Years 7 and 8 provides an environment for students to develop their knowledge, understanding and skills that will enable them to confidently, competently and creatively participate in a range of physical activities. It will also help students to be resilient, make decisions, and take actions to promote their health and physical activity participation

Focus areas of Years 7 and 8 Physical Education curriculum

- Active play and minor games
- Games and sports
- Fundamental movement skills
- Lifelong physical activities
- Rhythmic and expressive activities

Objectives of the Years 7 and 8 Physical Education curriculum

- Being healthy, safe and active by supporting students to make decisions about their health, safety and wellbeing.

- Moving the body through game play and developing necessary skills for lifelong participation in physical activities.
- Understanding movement allows students to explore the place and meaning of physical activity, outdoor recreation and sport in their own lives.
- Learning through movement by focusing on personal and social skills that can be developed through participation in physical activities. These include communication, decision making, problem-solving, critical and creative thinking, and cooperation.
- Engaging in regular movement-based learning experiences which will allow students to understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.

Assessment Years 7 and 8

Students at the end of each unit must have demonstrated:

- Active engagement within class activities
- Improvement in the performance of their skills;
- Knowledge and understanding of basic rules and game play
- Group interaction
- Positive contribution to the learning environment
- Attendance and readiness to participate in correct uniform
- Theory/creative/performance component (where applicable)

Physical Education – Year 7

Students in Year 7 will have the opportunity to participate in the following units of work:

Fitness testing

Students will complete a battery of fitness tests that will be tested and reported on throughout the year

Athletics

Students will be taught the skills and trialled for all athletics events, in accordance to the events of the House Athletics Carnival.

Game sense

Lessons will include skill and tactical development as well as a study of the rules of the following sports: volleyball, netball, badminton, basketball, softball and cricket.

SEPEP: Soccer

Students will adopt a variety of roles and responsibilities while engaging in a student-driven soccer tournament. Each student is a player and will also undertake one or two other roles throughout the unit. Students will determine strategies that enable diverse groups to collaborate and produce successful movement outcomes, demonstrate leadership skills and resolve conflict which may arise.

Dance

Throughout the decades – students explore the skills associated with dance from different decades. They will have the opportunity to create and perform a synchronized routine which will require research into their chosen dance.

Physical Education – Year 8

Students in Year 8 will have the opportunity to participate in the following Units of Work;

Fitness testing

Students will complete a battery of fitness tests that will be tested and reported on throughout the year.

Athletics

Students will be taught the skills and trialled for all athletics events, in accordance to the events of the House Athletics Carnival.

Game sense

Lessons will include skill and tactical development as well as a study of the rules of the following sports: soft crose, cricket, netball, AFL 9's, softball, speed minton, speedball.

SEPEP: Basketball

Students will adopt a variety of roles and responsibilities while engaging in a student-driven basketball tournament. Each student is a player and will also undertake one or two other roles throughout the unit. Students will determine strategies that enable diverse groups to collaborate and produce successful movement outcomes, demonstrate leadership skills and resolve conflict which may arise.

Dance: Cultural

This unit allows students to research and explore different types of cultural and traditional dance. It also invites students to share their culture with the class. Students demonstrate an understanding of intercultural connectedness, through exploring the various forms of dances unique to specific regions/cultures of the world.

Science

Science – Year 7

Students learn to:

- Work safely in a science laboratory and how to correctly use a wide variety of scientific equipment.
- Recognise the differences between pure substances and mixtures and describe a range of physical separation techniques.
- Investigate relationships between organisms and their environment using food chains and food webs
- Classify and organise diverse organisms based on observable differences.
- Investigate the effects of applying different forces to familiar objects and the effective of unbalanced forces on motion.

Students will be able to:

- Identify simple machines and explain how it works to simplify a job.
- Explain how the relative positions of the Earth, sun and moon affect phenomena on earth.
- Describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem

Students identify questions that can be investigated scientifically. They also:

- Plan fair experimental methods, identifying variables to be changed and measured.
- Select equipment that improves fairness and accuracy and describe how they considered safety.
- Draw on evidence to support their conclusions.
- Summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.
- Communicate their ideas, methods and findings using scientific language and appropriate representations.

Science – Year 8

Students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They also:

- Become familiar with the periodic table and investigate the differences between elements, compounds and mixtures.
- 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.
- Explore cells and cellular organelles, developing an understanding of specialised cells.
- Investigate the structure and function of a range of body systems, exploring the functions that enable them to survive and reproduce.
- Examine different science knowledge used in a variety of occupations.
- Explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to solve contemporary problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods.

They also:

- 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.

Visual Arts

Art – Year 7

Creating and making

Students use a variety of starting points to develop artworks in both two and three-dimensional areas of study. All students involved in the visual arts program create and make artworks using the materials and techniques from the following areas:

- **Drawing:** Students learn technical skills through developing their knowledge of the aesthetics of art and acquire the understanding of spatial relationships and tonal drawing whilst improving their observation skills
- **Painting:** Students will manipulate art elements and principles. They will create paintings inspired by selected artists and incorporate the artist's style and technique into their own artworks
- **Printmaking:** Students will learn different techniques of relief printing using different materials
- **Materials technology:** Students work in ceramics and textiles utilising design skills and varied techniques and processes

Exploring and responding – Art theory

Students will build their knowledge of artists and art movements from traditional and current periods and cultures. From their understanding students will explore their own personal beliefs and opinions whilst learning how to criticise artworks studied. Students will begin to understand the composition of artworks by recognising the aesthetics in Art.

Within their practical study students learn specific techniques and use a range of tools to design, plan, implement and evaluate solutions. Safety issues and standards are taught regarding the equipment and techniques the students are working with.

Assessment

Students are given criteria that they will use as a base for the completion of each task. These criteria will vary according to each task but will consist of the students being able to achieve the following outcomes:

- **Workbooks:** They will include sketches of ideas.
- **Folio:** Presentation of final resolved art works.
- **Extended responses:** Analyse the content, structure and aesthetic qualities of art works.

Art – Year 8

Creating and making

Year 8 Art students will be introduced to new materials and techniques. The students will explore and manipulate art elements and principles. They will use their experiences and direct observation to find solutions to art problems.

Students will be guided in analysing, discussing and comparing the composition of images and forms from a range of cultural and historical contexts. They will begin to understand the visual characteristics

within particular styles, periods and media; and develop and build an understanding of art terminology.

All the students involved in the Visual Arts program create and make artworks from the following areas:

- **Ceramics:** Hand building techniques.
- **Visual communication and design:** Explore design and develop illustrated letters similar to those from old texts.
- **Painting:** Inspired by the art styles explored and observation. Students will learn how to apply colour theory and a range of techniques.
- **Drawing:** Drawing from direct observation will be covered throughout the year. Focus will be on understanding proportion, perspective and the use of tone to create form.
- **Printmaking:** Lino Cut (Relief) printmaking techniques and processes will be covered. Students will undergo an exploration of pattern from different cultures in developing their designs.
- **Materials technology:** Materials technology is included the visual arts course. Students research the origins, properties and processes used with selected materials. They learn specific techniques and use a range of tools to design, plan, implement and evaluate a solution to a particular design problem. Safety issues and standards are taught regarding the equipment and techniques the students are working with.

Exploring and responding

Art appreciation will focus on a range of art movements such as Impressionism, Fauvism, Cubism and Surrealism. Students will also be introduced to Australian artists within this study. The aesthetics of art will be investigated in both making and examining artworks.

Assessment

Students are given criteria that they use as a base for the completion of each task. These criteria will vary according to each task but will consist of the students being able to achieve the following outcomes:

- **Workbooks:** They will include sketches of ideas and documentation of processes.
- **Folio:** Presentation of final resolved art works.
- **Extended responses:** Analyse and interpret the content, structure and aesthetic qualities of art works through research, assignments and presentations.