

**SOUTH OAKLEIGH  
COLLEGE**



**SECURING YOUR FUTURE**

**GROWTH STRENGTH RESILIENCE**

**JUNIOR SCHOOL**

**HANDBOOK**

**2009**

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# **GENERAL INFORMATION**

## **JUNIOR & MIDDLE SCHOOL CURRICULUM**

At South Oakleigh College, students are able to access a broad and comprehensive curriculum. We, like all other state primary and secondary schools, have developed our curriculum in line with the Victorian Essential Learning Standards (the VELS). At South Oakleigh College the eight Key Learning Areas (KLA's) have been retained for Curriculum delivery. These are:

- The Arts
- English
- Health and Physical Education
- Languages Other Than English (LOTE)
- Mathematics
- Science
- Studies of Society and the Environment (SOSE)
- Technology

Within each Subject the content is made up of curriculum drawn from the three strands that are central to the VELS (the strands being Physical, Personal and Social Learning; Discipline-based Learning; Interdisciplinary Learning). All subjects are required to report on their Discipline, Communication and Thinking Processes. The remaining reporting requirements are spread across the various subjects.

The VELS also provides for reporting student achievement against the standards. There are levels, each level covering two years of schooling for all Key Learning Areas. The secondary levels are as follows:

- Level 5                      Years 7 & 8
- Level 6                      Years 9 & 10
- Level 7                      Enrichment of those exceeding Level 6

A student with an assessed standard of "C", is performing at expectation. "B" is above expectation, "A" is well above expectation, "E" is below expectation and "D" is well below expectation.

### **Assessment**

- The College provides two detailed written reports, one per semester (June and December).
- Interim reports are provided in April and September, accompanied by Parent/Teacher evenings. We believe it is more useful to have parent/teacher interviews at this stage, so that problems can be addressed and solutions found before the end of semester report.

### **Parent/Teacher Communication**

- Attend parent/teacher evenings. It is important to discuss your child's learning with as many teachers as possible. Individual Student Learning Plans can be developed at Parent/Teachers evenings.
- Parents are encouraged to contact Year Level Coordinators at any time. Keeping these communication lines open may prevent small problems from getting bigger.
- Read the fortnightly newsletter. These are distributed via students every second Wednesday. The newsletter can also be accessed through the College website at [www.sosc.vic.gov.au](http://www.sosc.vic.gov.au).

## **Use of Planner**

- Encourage and reinforce regular use of the student planner. Homework and other important information should be recorded by the student and should be regularly checked by both teachers and parents.
- Go through the College's rules regarding behaviour and uniform with your child. These are located at the front of the student planner.

## **STUDENT SUPPORT PROGRAMS**

### **Accelerated Learning Program**

South Oakleigh College provides an Accelerated Learning Program for year 8 students by setting up a special class at each year level. This accelerated class will concentrate on enhancement of numeracy and literacy skills in all curriculum areas. There is a specific focus on the subjects of Mathematics, English, Science and SOSE. It is expected that students will accelerate to complete four years in three (and hence be in a position to consider certain VCE subjects when they reach year 10. Students will be selected for the accelerated program through a thorough examination of their ability in literacy and numeracy. Students may be added to the accelerated class at any time if they show the required aptitude and interest.

### **Peer Support**

The Peer Support program is an integral component of South Oakleigh College's curriculum. The program runs for 10 weeks during Term 1 and involves all Year 7 students. Year 10 students with leadership potential are selected and trained to develop the necessary skills needed to help Year 7 students with a smooth transition into their new school. The planned activities are aimed at enhancing self esteem, building friendships, trust and sense of responsibility. We are proud of the very successful program which has a dual thrust as it develops tomorrow's leaders while ensuring that the experience of settling into secondary college is a more harmonious and less anxious time for new young students.

### **English as a Second Language (ESL)**

The College offers an extensive ESL program at all levels. In addition to undertaking ESL during English classes, students with ESL status may also elect to do extra ESL instead of studying a foreign language. See the Program Information for further information.

### **Reading Program**

Literacy skills are one of the main keys to success in all areas of the curriculum. To support the development and extension of literacy skills, the College has developed the Wider Reading scheme. All Year 7 and 8 students participate in the program during one of their English classes each week. Students are expected to read their novels for at least 15 minutes each night.

### **Literacy Support**

The College offers a Literacy Support Program for students who have been identified as needing additional assistance. The program runs concurrently with the LOTE classes and

students enter the program following consultation with parents. The program aims to help students develop basic skills in reading and writing.

### **Peer Mediation**

This program initiative aims to support students through the process of conflict resolution. Senior school students undergo training on listening to each other and helping younger students solve any conflict situations which may arise.

### **Study Skills**

Students in the Junior School participate in a study skills program which is conducted at the beginning of each year. This program is designed to equip students with skills and strategies to assist them in developing and consolidating sound study practices.

## **HOMEWORK POLICY**

### **Rationale**

The development of good study habits is one of the keys to success in education. Work done in school time needs to be practised, revised and consolidated at home. In higher levels of schooling, homework is also needed to complete work requirements. The completion of homework also develops students' self discipline, organisational skills and increased responsibility for their own learning.

### **Aims**

- To develop students' organisational skills, their ability to work independently and take responsibility for their own learning.
- To communicate clear expectations regarding homework to students, parents and teachers.
- To develop a framework that gradually increases the College's expectations of students according to year level.
- To develop study habits that will assist students in further studies.

### **Guidelines**

1. The College will support students in developing homework and study skills through curricular and extra curricular activities.
2. Year 7 & 8 students are required to read a novel from the reading program for at least fifteen minutes each night in order to develop and extend their literacy skills.
3. The College will clearly communicate homework expectations to students by including it in the General Information section of their school planners.

4. The planner will be used as a key method of communication between parents and teachers in relation to homework requirements and completion as well as student progress. Pastoral teachers and parents will sign the planner weekly.
5. The College will produce a pamphlet for parents, in English and community languages, outlining the homework policy, including expectations and possible sanctions, as well as strategies for assisting students at home.
6. To ensure a coordinated school approach to homework, the college will provide teachers with the necessary information and professional development via year level meetings.
7. The College will provide a framework that gradually increases the amount of homework for students according to Year Level. Minimum weekly homework requirements are:
 

-	Year 7	4 hours
-	Year 8	5 hours
-	Year 9	6 hours
-	Year 10	7 hours
-	Year 11	8 hours
-	Year 12	10 hours
8. To enable students to experience success, homework should:
  - be achievable and interesting
  - be spread evenly throughout the week
  - have clearly communicated due dates.
9. The College believes that homework tasks must be completed in order for students to satisfactorily complete aspects of units. A range of sanctions may be applied by teachers for non-compliance.

## **STUDENT CODE OF CONDUCT**

All members of our SOC Community have a responsibility to behave in a way that respects self and others and protects the right of all to a safe, secure and productive learning and teaching environment.

Our code of conduct, formulated in accordance with DET guidelines is based on the principle that parents and teachers encourage students to take increasing responsibility for their own learning and behaviour. Rules and consequences are tailored to the stage of development of each student.

We aim to create a College where:

- Students feel positive about their schooling.
- Education is valued and students are counselled in all aspects of school life.

- Positive relationships are formed between students and teachers.
- Students, teachers and parents are fully informed when discipline procedures are being considered.
- Students learn skills to prevent and resolve conflict.
- Students' social, emotional and material needs are met.
- There is a shared responsibility within the school community for the education and welfare of young people.

Consequences for student misconduct will be:

- Age appropriate.
- Relevant to the specific misconduct.
- Accompanied by appropriate counselling.
- Designed to emphasise students taking responsibility for their behaviour.
- Graded in severity - which may include counselling, parent contact, conduct card, contract, withdrawal from class, detention, suspension, expulsion or other consequences as felt appropriate.
- In accordance with DET requirements for discipline procedures.

# **PROGRAM INFORMATION**

## **THE ARTS**

Junior School students study the Arts for the equivalent of three periods per week. Each student will study 3 semester length units. By the end of Year 8 a student will have had experience in most, if not all, the major Arts areas.

Curriculum is planned around six areas within The Arts KLA: Drama; Music; Media; Graphic Communication and Visual Arts.

In Years 7 & 8 students will gain experience in the following subjects:

### **Performing arts**

Music  
Drama  
Instrumental Music

### **Visual Arts**

Visual Art 2D  
Visual Art 3D  
Graphic Communication  
Media Studies

The aim of the Junior School Arts program is to encourage the active participation of students in a variety of activities in both the Visual and Performing Arts by providing hands-on experiences. Students become aware of means of creating artworks which they enjoy; and they develop appropriate skills. Having had a variety of experience, they can then select suitable Arts units in the Middle School.

## **MUSIC PROGRAM**

As well as completing Music as part of the College's Performing Arts Program, students may choose to increase their involvement in Music in the following ways:

- playing an instrument in College productions
- singing in College productions
- learning an instrument through the instrumental program

All students who choose to be involved in the College choir or bands will be required to attend rehearsals during class time, after school and/or lunchtime.

## **ENGLISH**

Two subjects are offered within the English Key Learning Area - English and English as a Second Language (ESL). Junior School students study English for five periods per week. ESL students have 8 periods per week.

Our aim is to develop the English language skills of each individual student as far as possible. Our courses build skills in the language modes of speaking and listening, reading, writing and thinking, and prepare our students for VCE English/ESL.

Our general approach is to teach skills through a range of integrated activities which are “true to life”, that adults and teenagers really do in their work and private lives. Group work and discussion are central to many of these activities. Spelling, grammar and sentence structure are among the many skills learned through this approach, but these skills are further reinforced through language exercises.

A feature of our program is a debating competition at each year level. All students participate within their class, and then a team is chosen to compete against other classes at their year level. Finally, we select interschool debating teams to enter the D.A.V. (Debates Association of Victoria) competition. Students learn how to organise their ideas into a forceful argument, and deliver it with confidence. This skill gives students a head start in essay writing, which is taught in Years 9 and 10, and is a cornerstone of VCE.

Wide reading is encouraged in and out of class and one lesson per week is spent in our special Reading Room.

Each class also spends one period per week in a computer room where some of their written work is drafted on a word processor. During this time students’ are also taught keyboarding skills and the use of programs such as Publisher and Powerpoint.

## **ENGLISH AS A SECOND LANGUAGE**

Students who have been in Australia for less than seven years are entitled to study English in smaller groups with an ESL teacher. Activities are planned according to students’ language levels. The aim is to move the students toward the mainstream style of language learning as their skills and confidence allow. The program is flexible and sensitive to individual needs.

When mainstream students attend LOTE classes, ESL students continue with their learning of English, so they have eight periods of English language tuition each week.

## **HEALTH AND PHYSICAL EDUCATION**

Students study Health and Physical Education for 4 periods per week. Content is built around the strands of Health of Individuals and Populations, Self and Relationships and Human Movement. Students are introduced to a wide range of sports with the emphasis on improving individual skills, co-ordination and gaining a basic understanding of how the games are played. Students also focus on the issues related to their health and develop strategies to improve their wellbeing.

All students are required to purchase and wear the school PE uniform to all classes and to participate to the best of their ability.

## **LANGUAGES OTHER THAN ENGLISH (LOTE)**

Junior School students study a LOTE for three periods per week. Students must select one of the following:

- Beginners' Greek
- Advanced Greek
- Japanese

However, an ESL student has the choice of studying one of the above or undertaking additional English as a Second Language studies during LOTE classes.

LOTE develops students' skills in listening, speaking, reading and writing in their chosen language for personal, social and informational purposes.

The levels in LOTE differ from other Key Learning Areas in that they do not relate to Year Levels of schooling. Beginner secondary students start at Level 2.

Advanced and Beginner students study one general theme across the curriculum at Year 7 - 10. This theme is called "The Face of Multiculturalism at South Oakleigh College".

## **MATHS**

All Junior School students undertake the Maths program in pastoral groups for five periods per week. The major content and processes are arranged into six dimensions: Space; Number; Measurement, Chance and Data; Structure; and Working Mathematically.

Mathematics is a subject that is sequential in nature and it is most important that all pupils revise work on a regular basis. All Maths subjects offered have both subject requirements and assessment tasks and it is imperative that these are all completed, by all students, to the best of their ability.

## **SCIENCE**

Students study Science for three periods a week. The curriculum is built around four areas: Natural and Processed Materials, the Physical World, Earth and Beyond and Life and Living. At this early stage of formal science study, it is hoped that students will develop good basic laboratory oriented competencies and generally enjoy their science learning. The curriculum should encourage the students to:

- develop knowledge and skills relevant to the study areas
- apply their scientific knowledge towards explaining and predicting events in the natural and physical world
- develop reasoning and analysis skills
- develop scientific attitudes such as flexibility, curiosity, respect for evidence and critical reflection
- use appropriate scientific language to communicate scientific understanding.

## **STUDY OF SOCIETY & THE ENVIRONMENT (SOSE)**

Students work on the Study of Society and the Environment (SOSE) for three periods per week in Junior School. The Study of Society and the Environment provides a framework for the development of students' knowledge and understanding of Australian society, societies in other countries, local and global environments and the interaction of people with the environment. This Key Learning Area includes traditional subjects such as Geography, History, Social Education, Economics and Business Studies.

SOSE curriculum is developed around three areas: History, Geography and Economy and Society. An inquiry approach is taken with students investigating, communicating and participating.

An integrated approach to the learning area is taken at Junior School level. Middle School students pursue more specialised units.

The goals of this learning area are:

- to extend students' knowledge of society and environment
- to enhance students' understanding of concepts in the disciplines underpinning SOSE
- to develop the skills needed to investigate and communicate information related to SOSE
- to enable students to develop and justify views about issues related to SOSE
- to develop in students an appreciation of cultures other than their own

## **TECHNOLOGY**

Junior School students study technology for the equivalent of four periods per week. Technology is structured around three areas: Materials, Systems and Information. All technology units are of term length running for three periods per week with the exception of Materials - Food which runs for two periods for a semester at both Year 7 and 8.

Over the two years students will do:

**Information Technology - Computers** for two units one at Year 7 and 8.

**Materials Technology - Foods** for two units; one at Year 7 and one at Year 8.

**Materials Technology - Wood, Engineering, Textiles and Metals and Plastics** for one unit at either Year 7 or Year 8.

**Systems Technology – Electronics** for one unit at Year 7.

**Systems Technology – Mechanical** for one unit at Year 8.

**COURSE  
OUTLINES  
YEAR 7**

## **THE ARTS**

**Name of Unit**                      **CLASSROOM MUSIC**                      Length 1 Semester

### **Course Description**

This is an introductory course to give students a foundation of musical theory with practical skills while developing an appreciation for a wide range of music.

### **Topics to be taught**

Theory and aural training	Practical music: keyboard and percussion
Graphic Notation	Program music
Rhythm work	Critical listening
Composition	

### **Skills Learning**

Practical test	Theory
Listening skills	Aural training
Creative music	Music appreciation

### **Assessment Tasks**

Practical tests	Written assignments
Theory test	Composing own music

**Name of Unit**                      **DRAMA**                      Length 1 Semester

### **Course Description**

This course encourages self-expression, develops the imagination and artistic awareness, increases social awareness. Through role plays, fluency of speech, self-knowledge, self-respect, self-discipline and self-confidence are also developed. But most of all it is enjoyable.

### **Topics to be taught**

Improvisation	Role Plays	Speech and Movement
Interactive Games	Script writing	Drama, use in Media

### **Skills Learning**

Active participation in all areas	Group cooperation
Leadership skills	Interpretation of a play
Creating of own play and self directing	

### **Assessment Tasks**

Assessment is based upon participation in the activities

**Name of Unit**                      **MEDIA STUDIES**                      Length 1 Semester

**Course Description**

This course aims to introduce students to the nature of use of “The Media” through the study of Television, Print, Radio and Photography. Students will be able to decode and construct Media products and better understand the role of the Media as an influence on their lives.

**Topics to be Taught**

Looking at Television	Print Media	News/Documentaries
Scriptwriting	Framing/Composition	Video Production

**Skills Learning**

How to review and analyse Media products  
 Storyboard Design  
 Group Video Documentary  
 Develop projects from initial idea through production to exhibition

**Assessment Tasks**

Group Video Production	Newspaper Production
Film Review	Workbook
Storyboard Exercise	

**Name of Unit**                      **VISUAL COMMUNICATION**                      Length 1 Semester

**Course Description**

Students will learn about design elements, skills and techniques and how to use them to create illustrations, cartoons, diagrams and symbols as a means of communication. Analysis of graphics in the community and design process skills will also be taught.

**Topics to be taught**

Poster Making	Diary Design	Monograms
Cartooning	Design Process	

**Skills Learning**

Use of design elements	Use of measurement and scale
Analysis skills	Use of design process.
Drawing skills - 2D and 3D	Finished Graphics

**Assessment Tasks**

Sketchbook  
 Finished Graphics

**Name of Unit**                      **VISUAL ARTS 2D**                      Length 1 Semester

**Course Description**

In this unit students will develop and expand their creative skills, respond to artworks and develop an appreciation of art in both the past and present.

They will explore a wide range of mediums and techniques in order to produce a two dimensional artwork.

**Topics to be taught**

Drawing from observation

Painting

Printmaking

Collage

Mixed Media

Techniques using pencils, pastels, paints, inks, markers, with the correct equipment.

**Skills Learning**

Creative expression and appreciation skills.

**Assessment Tasks**

Student participation in class (Responding to the Arts)

Visual Journal (Criticism/Aesthetics)

2 major artworks (Making/Creating)

Participation in exhibition (Presenting)

**Name of Unit**                      **VISUAL ARTS 3D**                      Length 1 Semester

**Course Description**

Students will develop skills and techniques in 3D Art through experience with ceramics, sculpture and mixed media projects.

**Topics to be taught**

Ceramics - Hand building, decorating and glazing techniques

3D Sculpture - multi media, carving from plaster blocks

Creating sculptures with wire, paper mache modelling

**Skill Learning**

To develop a visual, expressive style in 3D methods.

Developing manipulative skills through visual and tactile experiences

To appreciate images from a variety of cultures – past and present

**Assessment Tasks**

Student participation in class

**Name of Unit                      ENGLISH                      Length 1 Year**

**Course Description**

English language skills are taught through a range of activities involving “real life” reading, writing, speaking and listening tasks. This is one of the two years that focus on Level 5 of the Standards.

**Topics to be taught**

Issues in the Media	Imagination	Friendship
People with Disabilities	Survival and Self Reliance	

**Work Requirements**

Work Book	Novel Study	Journal
Wide Reading	Writing Folio	Oral Work/Debating

**Assessment Tasks**

Selected pieces of writing  
Response to novels studied in class  
Class talk / Debate Speech

**Name of Unit    ENGLISH AS A SECOND LANGUAGE    Length 1 Year**

**Course Description**

The course further develops students’ confidence and skills in speaking, listening, reading and writing.

**Topics to be Taught**

A range of topics similar to those taught in English, but modified to best suit students’ needs and abilities.

**Work Requirements**

Workbook	Study of a variety of texts	Writing Folio
Oral activities	Study of newspapers and other media	Journal Writing
		Language exercises

**Assessment Tasks**

Selected pieces of writing.  
Response to Novel  
Oral activity

## **HEALTH/PHYSICAL EDUCATION**

**Name of Unit**                      **PHYSICAL EDUCATION**                      Length 1 Year

### **Course Description**

Students develop fundamental movement patterns and coordinated actions of the body. They examine the concept of fitness and the benefits of participating in physical activity. They also examine the factors that influence people's attitude to and participation in physical activity.

### **Topics to be Taught**

Team Sports - Football codes, European Handball, Basketball, Volleyball, Netball, Soft Lacrosse. Individual Sports - Athletics, Discus, 400m, Long Jump, Swimming - freestyle, Gymnastics - roman rings, beam, trampolining and floor. Striking Games - Softball, Baseball, Tennis, Cricket.

### **Skills Learning**

As above - each topic taught

### **Assessment Tasks**

Skill Proficiency Tests	Technique and Rules Tests
Assignments: Fitness, Basketball, Football, Netball	

## **LANGUAGES OTHER THAN ENGLISH**

**Name of Unit**                      **ADVANCED GREEK (Pathway 1)**                      Length 1 Year

### **Course Description**

To develop: Literacy skills, comprehension skills, communication skills, speaking, listening, writing, research skills, an appreciation of Greek literature and grammatical structures.

### **Topics to be taught**

Literature	Greek Gods and Hero's
Olympic Games	Celebrating Greece's Two National Days

### **Work Requirements**

Workbook	Oral Work	Home Work
Grammar Tests	Greek History	Word Processing (Computer)
Research Project		

### **Assessment Tasks**

Advertisement	Grammar Tests	Comprehension
History Test	Research Project	Test

**Name of Unit**                      **BEGINNERS' GREEK (Pathway II)**      Length 1 Year

**Course Description**

To develop students' listening, reading, writing and speaking skills.

**Topics to be taught**

Housing	Travelling to Greece	Shopping: Fashion Parade
Surprise Birthday Party	Food	The Body
Discovery Ancient Horizons	Greek - Myths and Legends	Sport
Olympic Games		

**Work Requirements**

Word Processing	Oral Work	Homework/Workbook
Project	Cultural Studies	Tests

**Assessment Tasks**

Oral Presentation	Reading Comprehension Test	
Word Processing	Fashion Posters	Tests

**Name of Unit**                      **JAPANESE**    Length 1 Year

**Course Description**

Students will learn the basic Japanese scripts Hiragana and Kanji, and cultural aspects of Japan.

**Topics to be taught**

Self Introduction	Culture Studies	Numbers
Japanese Seasonal Festivals	Weather	School Life
Classroom Items		

**Skills Learning**

To be able to read and write Hiragana and selected Kanji.

To be able to express oneself in topics covered.

To develop and expand their understanding of the structure of the Japanese language.

**Assessment Tasks**

Students will be given tests - aural, oral and written, throughout the year.

## **MATHEMATICS**

### **Name of Unit**

**MATHEMATICS**

Length 1 Year

### **Course Description**

In Year 7 Mathematics we aim to consolidate and revise mathematical skills from earlier years and to give pupils the ability and confidence to solve unfamiliar problems in a variety of situations.

### **Topics to be taught**

The course covers directed numbers, whole numbers, fractions, decimals, algebra, geometry, chance and data and measurements.

### **Work Requirements**

Completion of **all** set homework in a work book.  
Problem solving and modelling activities.  
At least two assignments.

### **Assessment Tasks**

Tests on skills practice and standard applications which will include tests and set problems.  
Problem solving and modelling assignments.

## **SCIENCE**

### **Name of Unit**

**SCIENCE**

Length 1 Year

### **Course Description**

Year 7 students continue to develop a suitable knowledge base. There are lots of experiments conducted using laboratory equipment and many models are made.

### **Topics to be taught and associated areas of learning**

Solids, liquids and gases	Forces	Earth
Mixtures and solutions	Cells and microscopes	Classification
Space		

### **Work Requirements**

Assignments	Projects	Practical Work	Notebook	Glossary
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### **Assessment Tasks**

Tests	Assignments	Projects	Practical Reports
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## **STUDIES OF SOCIETY AND THE ENVIRONMENT**

**Name of Unit**                      **SOSE – (LEVEL 5)**    Length 1Year

### **Strands covered**

History, Geography, Economy and Society.

### **Course Description**

Using investigative inquiry strategies, students will study Australia; its past, its present and its future. The management of Australia's environments will also be investigated. Students will study an extreme environment and some major contemporary environmental concerns.

### **Topics to be taught**

#### **Semester 1**

European Settlement/Convicts  
Exploring Australia  
Gold & Bushrangers  
Federation & Government

#### **Semester 2**

Australian Identity  
Modern Australian Settlement Patterns  
Endangered Species  
Australia and the Antarctic

### **Work Requirements**

Workbook and inquiry learning activities.

### **Assessment Tasks**

Classroom and Homework activities, including Research projects, will be linked to each topic.

## **TECHNOLOGY**

**Name of Unit**    **INFORMATION TECHNOLOGY**    Length 1 Term

### **Course Description**

Students use 'Publisher' a desktop publishing program to create and manipulate text, tables, pictures, word art and drawings.

### **Topics to be taught**

Computers and their role in education.

### **Work Requirements**

Investigation project on computers in education.  
Produce a poster.

Design a poster.  
Evaluate poster.

### **Assessment Task**

All work requirements will be assessed.

**Name of Unit MATERIAL TECHNOLOGY - ENGINEERING**

Length 1 Term

**Course Description**

Students will gain an understanding of various materials, tools and equipment, and a range of processes whilst producing models.

**Topics to be taught**

Workshop Safety	Marking-out	Material Selection
Correct use of tools and Equipment	Correct Processes	Evaluation of Product
Working within design briefs		

**Skills Learning**

Investigation/Research	Designing
Production	Evaluation

**Assessment Tasks**

The skills will be assessed on the level of outcomes achieved in the above-mentioned skills learning area.

**Name of Unit MATERIAL TECHNOLOGY - FOOD** Length 1 Semester**Course Description**

The aim of this course is to follow on from the basic skills learnt in Year 7. Students will be able to prepare and produce basic meals using various processes and cooking methods.

**Topics to be taught**

Materials and Processes	Correct use of tools and equipment
Product evaluation	Workshop safety

**Skills Learning**

Producing and alterations	Product evaluation
Problem solving	Working individually and as a group

**Name of Unit MATERIAL TECHNOLOGY – WOOD** Length 1 Term**Course Description**

Students will gain an understanding of wood as a material and its uses in design and construction.

**Topics to be taught**

Workroom safety	Construction Techniques
Use of Hand and Power Tools	Measuring and Marking

**Skills Learning**

Investigate/Research – Designing  
Product/Making – Product Evaluation

**Assessment Task**

The above skills are assessed on the outcomes achieved by students.

**Name of Unit SYSTEMS TECHNOLOGY - MECHANISMS**  
Length 1 Term**Course Description**

This course will provide students with experience in the application, development and control of simple mechanical systems.

**Topics to be taught**

Elements of a System	Design Ideas	Workshop Safety
Materials Processing	Product Evaluation	

**Skills Learning**

Investigation/Research	Designing/Devising
Producing/Making	Evaluating/Modifying

**Assessment Tasks**

The above skills are assessed on the level of outcomes achieved by students in each skill/learning area.

**COURSE  
OUTLINES  
YEAR 8**

## **THE ARTS**

**Name of Unit**                      **CLASSROOM MUSIC**                      Length 1 Semester

### **Course Description**

This is an introductory course to give students a foundation of musical theory with practical skills while developing an appreciation for a wide range of music.

### **Topics to be taught**

Theory and aural training	Practical music: keyboard, percussion and guitar
Music styles	Composition
Critical listening	

### **Skills Learning**

Practical test	Theory
Listening skills	Aural training
Creative music	Music appreciation

### **Assessment Tasks**

Practical tests	Written assignments
Theory test	Composing own music

**Name of Unit**                      **DRAMA**                      Length 1 Semester

### **Course Description**

This course encourages self-expression, develops the imagination and artistic awareness, increases social awareness. Through role plays, fluency of speech, self-knowledge, self-respect, self-discipline and self-confidence are also developed. But most of all it is enjoyable.

### **Topics to be taught**

Improvisation	Role Plays	Speech and Movement
Interactive Games	Script writing	Drama, use in Media

### **Skills Learning**

Active participation in all areas	Group cooperation
Leadership skills	Interpretation of a play
Creating of own play and self directing	

### **Assessment Tasks**

Assessment is based upon participation in the activities

**Name of Unit**                      **MEDIA STUDIES**                      Length 1 Semester

**Course Description**

This course aims to introduce students to the nature of use of “The Media” through the study of Television, Print, Radio and Photography. Students will be able to decode and construct Media products and better understand the role of the Media as an influence on their lives.

**Topics to be Taught**

Looking at Television	Print Media	News/Documentaries
Scriptwriting	Framing/Composition	Video Production

**Skills Learning**

How to review and analyse Media products  
 Storyboard Design  
 Group Video Documentary  
 Develop projects from initial idea through production to exhibition

**Assessment Tasks**

Group Video Production	Newspaper Production
Film Review	Workbook
Storyboard Exercise	

**Name of Unit**                      **VISUAL COMMUNICATION**                      Length 1 Semester

**Course Description**

Students will learn about design elements, skills and techniques and how to use them to create illustrations, cartoons, diagrams and symbols as a means of communication. Analysis of graphics in the community and design process skills will also be taught.

**Topics to be taught**

Poster Making	Diary Design	Monograms
Cartooning	Design Process	

**Skills Learning**

Use of design elements	Use of measurement and scale
Analysis skills	Use of design process.
Drawing skills - 2D and 3D	Finished Graphics

**Assessment Tasks**

Sketchbook  
 Finished Graphics

**Name of Unit****VISUAL ARTS 2D**

Length 1 Semester

**Course Description**

In this unit students will develop and expand their creative skills, respond to artworks and develop an appreciation of art in both the past and present.

They will explore a wide range of mediums and techniques in order to produce a two dimensional artwork.

**Topics to be taught**

Drawing from observation

Painting

Printmaking

Collage

Mixed Media

Techniques using pencils, pastels, paints, inks, markers, with the correct equipment.

**Skills Learning**

Creative expression and appreciation skills.

**Assessment Tasks**

Student participation in class (Responding to the Arts)

Visual Journal (Criticism/Aesthetics)

2 major artworks (Making/Creating)

Participation in exhibition (Presenting)

**Name of Unit****VISUAL ARTS 3D**

Length 1 Semester

**Course Description**

Students will develop skills and techniques in 3D Art through experience with ceramics, sculpture and mixed media projects.

**Topics to be taught**

Ceramics - Hand building, decorating and glazing techniques

3D Sculpture - multi media, carving from plaster blocks

Creating sculptures with wire, paper mache modelling

**Skill Learning**

To develop a visual, expressive style in 3D methods.

Developing manipulative skills through visual and tactile experiences

To appreciate images from a variety of cultures – past and present

**Assessment Tasks**

Student participation in class

**Name of Unit**                      **ENGLISH**    Length 1 Year

**Course Description**

English language skills are further developed through a range of activities, involving “real life” reading, writing, speaking and listening tasks. The course is focussed on Level 5 of the Standards.

**Topics to be taught**

Issues in the Media	Environment	Social Groups
Personal Growth	Poetry	Short Stories

**Work Requirements**

Work Book	Novel Study	Journal
Wide Reading	Writing Folio	Oral Work/Debating

**Assessment Tasks**

Selected pieces of writing  
Response to Novel  
Formal talk / Debate Speech

**Name of Unit**    **ENGLISH AS A SECOND LANGUAGE**    Length 1 Year

**Course Description**

The course further develops students’ confidence and skills in speaking, listening, reading and writing.

**Topics to be Taught**

A range of topics similar to those taught in English, but modified to best suit students’ needs and abilities.

**Work Requirements**

Workbook	Study of a variety of texts	Writing Folio
Oral activities	Study of newspapers and other media	Journal Writing
		Language exercises

**Assessment Tasks**

Selected pieces of writing.  
Response to Novel  
Oral activity

## **HEALTH/PHYSICAL EDUCATION**

**Name of Unit**                      **PHYSICAL EDUCATION**                      Length 1 Year

### **Course Description**

Students develop fundamental movement patterns and coordinated actions of the body. They examine the concept of fitness and the benefits of participating in physical activity. They also examine the factors that influence people's attitude to and participation in physical activity.

### **Topics to be Taught**

Team Sports - Football codes, European Handball, Basketball, Volleyball, Netball, Soft Lacrosse. Individual Sports - Athletics, Discus, 400m, Long Jump, Swimming - freestyle, Gymnastics - roman rings, beam, trampolining and floor.  
Striking Games - Softball, Baseball, Tennis, Cricket.

### **Skills Learning**

As above - each topic taught

### **Assessment Tasks**

Skill Proficiency Tests	Technique and Rules Tests
Assignments: Fitness, Basketball, Football, Netball	

## **LANGUAGES OTHER THAN ENGLISH**

**Name of Unit**                      **ADVANCED GREEK**                      Length 1 Year

### **Course Description**

To develop: Literacy skills, comprehension skills, communication skills, speaking, listening, writing, research skills, an appreciation of Greek literature and grammatical structures.

### **Topics to be taught**

Literature	
Travelling to Greece - Travelling around Athens, History, Geography, Culture, Lifestyle	
The World of Mythology	
Olympic Games	Promoting My Country

### **Work Requirements**

Workbook	Oral Work	Home Work
Grammar Tests	Greek History	Word Processing
Research Project		

### **Assessment Tasks**

Advertisement	Grammar Tests	Comprehension
History Test	Research Project	Test



## **MATHEMATICS**

**Name of Unit**

**MATHEMATICS**

Length 1 Year

### **Course Description**

In Year 8 Mathematics we continue to consolidate and revise mathematical skills from earlier years and to give pupils the ability and confidence to solve unfamiliar problems in a variety of situations.

### **Topics to be taught**

The course covers whole numbers, fractions, decimals, measurements, algebra, geometry, and chance and data.

### **Work Requirements**

Completion of **all** set homework in a work book.  
Problem solving and modelling activities.  
At least two assignments.

### **Assessment Tasks**

Tests on skills practice and standard applications which will include tests and set problems.  
Problem solving and modelling assignments.

## **SCIENCE**

**Name of Unit**

**SCIENCE**

Length 1 Year

### **Course Description**

Students continue to develop a suitable knowledge base. There are lots of experiments conducted using laboratory equipment and many models are made.

### **Topics to be taught and associated learning areas**

Household Products	Tools and Machines	Feeding Plants & Animals
Changing the World	The Body at War	The Night Sky

### **Work Requirements**

Assignments	Projects	Practical Work	Notebook	Glossary
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### **Assessment Tasks**

Tests	Assignments	Projects	Practical Reports
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## **STUDIES OF SOCIETY AND THE ENVIRONMENT**

**Name of Unit**                    **SOSE – (LEVEL 5)**                    Length 1 Year

### **Strands covered**

Time, Continuity and Change; Place and Space; Culture; Resources; Natural and Social Systems.

### **Course Description**

Using investigative inquiry strategies, students will study Australia; its past, its present and its future. The management of Australia's environments will also be investigated. Students will study an extreme environment and some major contemporary environmental concerns.

### **Topics to be taught**

#### **Semester 1**

European Settlement/Convicts  
Exploring Australia  
Gold & Bushrangers  
Federation & Government

#### **Semester 2**

Australian Identity  
Modern Australian Settlement Patterns  
Endangered Species  
Australia and the Antarctic

### **Work Requirements**

Workbook and inquiry learning activities.

### **Assessment Tasks**

Classroom and Homework activities, including Research projects, will be linked to each topic.

## **TECHNOLOGY**

**Name of Unit**    **INFORMATION TECHNOLOGY**                    Length 1 Term

### **Course Description**

Students use 'Publisher' a desktop publishing program to create and manipulate text, tables, pictures, word art and drawings.

### **Topics to be taught**

Computers and their role in education.

### **Work Requirements**

Investigation project on computers in education.  
Produce a poster.

Design a poster.  
Evaluate poster.

### **Assessment Task**

All work requirements will be assessed.

**Name of Unit MATERIAL TECHNOLOGY - ENGINEERING**

Length 1 Term

**Course Description**

Students will gain an understanding of various materials, tools and equipment, and a range of processes whilst producing models.

**Topics to be taught**

Workshop Safety	Marking-out	Material Selection
Correct use of tools and Equipment	Correct Processes	Evaluation of Product
Working within design briefs		

**Skills Learning**

Investigation/Research	Designing
Production	Evaluation

**Assessment Tasks**

The skills will be assessed on the level of outcomes achieved in the above-mentioned skills learning area.

**Name of Unit MATERIAL TECHNOLOGY - FOOD** Length 1 Semester**Course Description**

The aim of this course is to follow on from the basic skills learnt in Year 7. Students will be able to prepare and produce basic meals using various processes and cooking methods.

**Topics to be taught**

Materials and Processes	Correct use of tools and equipment
Product evaluation	Workshop safety

**Skills Learning**

Producing and alterations	Product evaluation
Problem solving	Working individually and as a group

**Name of Unit MATERIAL TECHNOLOGY – WOOD** Length 1 Term**Course Description**

Students will gain an understanding of wood as a material and its uses in design and construction.

**Topics to be taught**

Workroom safety	Construction Techniques
Use of Hand and Power Tools	Measuring and Marking

**Skills Learning**

Investigate/Research – Designing  
Product/Making – Product Evaluation

**Assessment Task**

The above skills are assessed on the outcomes achieved by students.

**Name of Unit SYSTEMS TECHNOLOGY - MECHANISMS**  
Length 1 Term**Course Description**

This course will provide students with experience in the application, development and control of simple mechanical systems.

**Topics to be taught**

Elements of a System	Design Ideas	Workshop Safety
Materials Processing	Product Evaluation	

**Skills Learning**

Investigation/Research	Designing/Devising
Producing/Making	Evaluating/Modifying

**Assessment Tasks**

The above skills are assessed on the level of outcomes achieved by students in each skill/learning area.

**TERM DATES 2009**

<b>Term 1</b>	29 <sup>th</sup> January to 3 <sup>rd</sup> April
<b>Term 2</b>	20 <sup>th</sup> April to 26 <sup>th</sup> June
<b>Term 3</b>	13 <sup>th</sup> July to 18 <sup>th</sup> September
<b>Term 4</b>	5 <sup>th</sup> October to 18 <sup>th</sup> December

**TERM DATES 2010**

<b>Term 1</b>	28 <sup>th</sup> January to 26 <sup>th</sup> March
<b>Term 2</b>	12 <sup>th</sup> April to 25 <sup>th</sup> June
<b>Term 3</b>	12 <sup>th</sup> July to 17 <sup>th</sup> September
<b>Term 4</b>	4 <sup>th</sup> October to 17 <sup>th</sup> December