Year 7 & 8 Curriculum
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The Arts Domain
For further information about subjects in the Arts Domain, please contact the Domain Leader:

Mr. Kim Morrison morrison.kim.d@eduamil.vic.gov.au

Overview
The aim of The Arts course at Years 7 and 8 is to provide a means for students to learn ways of understanding their experiences through the development of ideas, emotions, values, and cultural understanding.

Curriculum Structure
The Arts Domain is divided into two broad strands- Visual Arts and Performing Arts. Each of these strands is broken into smaller areas of interest that lead on to further studies in middle years electives and then again into senior years. The Visual Arts strand includes Art/Ceramics, and Visual Communication and Design. Performing Arts includes Drama and Music. It is important that students are exposed to a range of educational opportunities in junior years so that fundamental skills and ideas are gained for further development in later years.

Year 7 students complete a term of each strand.

Year 8 students chose a semester of one Performing Art and one Visual Art.

Subjects offered within The Arts Domain:
- Art - Ceramics
- Drama
- Music
- Visual Communication and Design (Graphics)

Year 7

Visual Arts

AV071 Introduction to Art/Ceramics
(Previous year’s Materials & Resources cost $20.00 - guide only)
Course Outline
This is a beginner’s course in Visual Arts where students extend their ideas, thoughts and feelings in a visual diary and a folio of 2D and 3D art works. Students will develop skills and knowledge in drawing, painting, sculpture, pottery and ceramics.

Students gain enjoyment and knowledge of art through seeing, experiencing and understanding ideas and beliefs expressed by others in both past and present contexts.

This course aims to develop a positive self image through success and gives options for productive and enjoyable use of leisure time.

Assessment
There will be two assessment tasks:

1. A folio that contains 2D and 3D work in a range of techniques and materials. Assessment emphasis will be on the communications and the quality of ideas expressed.
2. A visual diary of designs and drawings, with documentation and processes of class work and written tasks. Assessment will focus on a variety of techniques and media.

AV072 Introduction to Visual Communication & Design (Graphics)
(Previous year’s Essential Education cost $20.00 - guide only)

Course Outline
This unit provides an introduction to the world of Visual Communication (Graphics). Visual Communications are used to communicate ideas and information in the fields of architecture, fashion design, advertising, engineering, industrial design, multimedia design and graphic design. Students develop the skills needed to produce visual communications appropriate to their level. Manual drawing skills will be introduced, and a variety of media, such as coloured pencils, markers and fine liners, will be used to produce manual images and text. Adobe Photoshop and Illustrator will be introduced to develop students’ skills in creating electronic imagery and text.

A wide range of graphic experiences will be undertaken, including the production of symbols, two-point perspective drawings, and simple three-dimensional packaging designs. A variety of design elements and principles will be introduced such as colour, line, tone, texture, letterform, shape and pattern. Along with creating, making and presenting visual communications, students will develop an appreciation of visual images produced by professionals, through researching and responding to these images.

Assessment
1. A folio of Visual Communications
2. Developmental work for the folio
3. Computer-generated work.
4. Research and responses throughout the visual diary.

Performing Arts - Drama

AP071 Introduction to Drama
(Previous year’s Materials & Resources cost $10.00 - guide only)

Course Outline
Students develop concentration and teamwork through a variety of drama games. They learn about basic workshop procedure and drama routines. Students study Role-Play emphasising creativity and basic performance skills. Students learn about basic mime and movement. The ability to focus and maintain a freeze is practised through a series of tableaux. A performance using these skills is created and performed to a small audience. Students study the history of Melodrama. Students learn about stock characters and basic melodramatic plot, then create and perform their own. Students evaluate their own work and other students’ work. They view and write about one professional performance.

Assessment
1. Workshops
2. Workbook
3. Performance analysis

Performing Arts - Music

AP072 Introduction to Music
(Previous year’s Materials & Resources cost $10.00 - guide only)

Course Outline
Students learn how to describe music through the focus on rhythm and study of music elements. Students are encouraged to participate in group music making using found instruments and body percussion and are expected to be able to describe the various ways music can be described. Students discuss the use of notation systems and learn how to describe music in graphic notation by completing composition based on percussion instruments.

Assessment
1. Found Instrument & Body Percussion Composition and written reflection
2. Percussion Graphic Notation – Soundscape composition and written analysis
Year 8

Students select one Visual Art and one Performing Art

Visual Arts

AV082 Visual Communication & Design

Course Outline
Students will further develop the skills needed to produce visual communications. Both manual drawing skills and computer skills will be further developed, with the use of Adobe Photoshop and Illustrator to be extended.

The production of one-point perspective drawings, freehand drawing and rendering, basic layout and basic packaging designs will be covered. The use of design elements and principles within visual communications will be further explored, and students will develop their skills with these through practical activities. Along with creating, making and presenting visual communications, students will further develop an appreciation of visual images produced by professionals, through researching and responding to these images.

Assessment
1. A folio of Visual Communications
2. Developmental work for the folio
3. Computer-generated work.
4. Research and responses throughout the visual diary.

AV081 Art/Ceramics

Course Outline
This unit focuses on the theme of “The world of artists”. Students look at the diverse range of things that artists do in many different areas such as drawing, painting, printmaking, sculpture, pottery and ceramics. They study the role of artists in society and look at the way artists perceive the world around them. The artists and their materials will be used as a source of inspiration in the development of an extensive folio of 2D and 3D work.

Students will gain enjoyment and knowledge of art through seeing, experiencing and understanding the feelings, ideas and beliefs expressed by others in both past and present contexts.

The course is structured to encourage students to work independently and to gain achievement through personal expression and individual style.
Assessment
There will be three assessment tasks:

1. A folio that contains 2D and 3D work in a range of techniques and materials. Assessment emphasis will be on the communications and the quality of ideas expressed.

2. A visual diary of designs and drawings, with documentation and processes of class work and written tasks. Assessment will focus on a variety of techniques and media.

3. Research assignment.

Performing Arts

AP073 Physical Theatre

Course Outline
Students review basic drama games and classroom procedures. A detailed exploration of the necessity of trust between performers is examined through a variety of workshops, aiming to challenge students, develop their awareness of others and the actor/audience relationship. These skills culminate in a trust improvisation, performed to an audience. Body language and stereotypes are studied. Through workshops, students examine their preconceived ideas about character and aim to make their portrayals more realistic. An improvisation using these ideas is performed to an audience. The importance of dramatic tension is explored. Students develop a better understanding of its existence and application through performance. A historical study of Greek Theatre is undertaken. Students examine genre, theatrical conventions and dramatic style. Students evaluate their own work and other students’ work, and view and write about one professional performance.

Assessment
1. Workshops
2. Workbook
3. Performance analysis

AP082 School of Rock

Course Outline
Development of Rock/Pop music throughout the 20th Century to Present Day

This subject is for anyone who is interested in Rock/Pop Culture and would like to discover more about how music of the past can influence music of today. Students learn about a wide range of cultural elements that can influence music and learn how to link their own interests in music to that of other music styles from the past. This subject is designed to engage students through listening to
current Rock/Pop music and attempts to teach an appreciation of why music as an art form and social activity is still important to health of young people and rural communities today.

**Assessment**

Students will need to demonstrate the ability to work as an effect team member in group activities and will complete themed individual and group tasks throughout the semester. Students will also be required to maintain a record of their work over the semester that shows development.

1. Instrumental skill development (Drumkit, Guitar and Keyboard)
2. Written project/poster on each instrument studied
3. Group performance project – Rock Band
English Domain
For further information about subjects in the English Domain, please contact the Domain Leader:
Ms Lyn Eeles eeles.lynn.r@edumail.vic.gov.au

**Overview**
The English Curriculum in Years 7 and 8 aims to develop student enjoyment of, and expertise in using this rich and complex language accurately, appropriately and creatively. A broad range of written, oral and visual material is used to develop the skills of reading, writing, speaking and listening.

Specifically, the English Domain aims to encourage:
- The ability to read independently, with understanding, fluency and accuracy
- The ability to write effectively, for any purpose and audience
- The ability to speak effectively for a specific purpose and a specific audience
- The ability to reason and follow an argument
- The ability to listen with comprehension
- The ability to respond to literature and other forms of writing or speech and to discriminate between them
- The ability to take part in activities which involve social interaction
- The ability to independently edit writing for clarity, coherence and correct spelling, punctuation and grammar

**Curriculum Structure**
Students are required to study English during Years 7 & 8

**EN071 & EN072— English Year 7**

**EN081 & EN082— English Year 8**

**Course Outline**
The Years 7 and 8 English course provides a comprehensive program concentrating on developing literacy skills. It provides a balance of essential skills of reading, writing, speaking and listening and critical thinking within a mixed ability classroom.
Health and Physical Education Domain

For further information about subjects in the Health and Physical Education Domain, please contact the Domain Leader:

Mr Mark Ogden ogden.mark.l@edumail.vic.gov.au

Curriculum Structure

- Two semester long Health and Physical Education units are compulsory in both Years 7 and 8.
- Both Health and Physical Education units have practical and theoretical components to them.
- All activities within the units will run subject to facility and resource availability.

Subjects offered within the Health and Physical Education Domain:

- Year 7 Health and Physical Education
- Year 8 Health and Physical Education

Health and Physical Education

HP071/HP072 – Year 7 Health and Physical Education

Course Outline

HP071 and HP072 are semester-long subjects that are completed in Year 7. Both units are made up of practical and theoretical components.

In Physical Education, students will participate in a variety of activities in which they will use feedback to improve body control and coordination when performing specialised movement skills situations. Students will develop their understanding of the physical, mental, social and emotional benefits of participation in physical activity and develop strategic thinking and tactical knowledge to improve individual and team performance in competitive sports or games. They will undertake a variety of roles in team games (for example, player, coach, umpire or administrator) and reflect on their experiences. Students will participate in the following units: FMS Program, Fitness, Athletics, Gymnastics, and a variety of sports-related units including, Ultimate Frisbee, Basketball SEPEP, Badminton, Hockey, Super 8s Cricket SEPEP and Swimming. In Health Education, students will explore the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. Students will investigate the effect of family and community expectations on the development of personal identity and values. They will also learn to describe the health resources, products and services available for young people and consider how they could be used to improve health.

Assessment

1. Participation in 90% of practical classes with a demonstration of improvement in skills throughout the unit

2. Demonstration of the understanding of the rules and strategies of the game.

3. Tests/ assignments
4. Workbook and class work

**HP081 & HP082 – Year 8 Health and Physical Education**

**Course Outline**

HP081 & HP082 are semester long subjects that are completed in Year 8. Both units are made up of practical and theoretical components.

In Physical Education, students will participate in a variety of activities that are designed to develop and refine a range of movement and manipulative skills. Students will develop their understanding of the physical, mental, social and emotional benefits of participation in physical activity and develop strategic thinking and tactical knowledge to improve individual and team performance in competitive sports or games. They will undertake a variety of roles in team games (eg. player, coach, umpire or administrator) and reflect on their experiences. Students will participate in the following units: Athletics, Fitness, Fundamental Movement Skills, Gymnastics, and a variety of sports related units including, Soccer SEPEP, Volleyball SEPEP, Korf Ball, Squash and Swimming. In Health Education, students will investigate the components of fitness and relate them to sports they participate in. Students will reflect on the range of influences on personal food intake: peers, advertising, mass media, mood, convenience, habit, cultural beliefs and values, and access to food products and services. The will also describe the health interests and needs of young people as a group, including those related to sexual health (eg. safe sex, contraception, abstinence and prevention and cure of sexually transmitted infections) and drug issues (eg. tobacco, alcohol and cannabis use).

**Assessment**

1. Participation in 90% of practical classes with a demonstration of improvement in skills throughout the unit.
2. Demonstration of the understanding of rules and strategies of the game
3. Tests/assignments
4. Workbook and class work
Humanities Domain

**Overview**
The Humanities domain incorporates the strands of History, Geography, Economics and Civics and Citizenship. Students will spend one term studying each strand in both Years 7 and 8.

For further information about subjects in the Humanities Domain, please contact the Domain Leader:

Mrs Rowena Morris: morris.rowena.c@edumail.vic.gov.au

**Subjects offered within the Humanities Domain:**
- Economics
- Geography
- History
- Civics and Citizenship

**Economics**

**Year 7**
The Year 7 curriculum provides students with the opportunity to further develop their understanding of business concepts. Students explore the characteristics of successful businesses. They evaluate the importance of setting goals and planning to achieve these goals for business success, while also considering different ways to obtain an income. The emphasis in Year 7 is on personal, community, national or regional issues or events.

**Year 8**
The Year 8 curriculum provides students with the opportunity to explore the ways markets work within Australia, who participates in a market system and how these participants influence the market. The rights and responsibilities of businesses, consumers and governments are considered, along with the influences on the ways individuals work now and in the future. The emphasis in Year 8 is on national and regional issues.

**History**

**Year 7 – The ancient world**
The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE)
Students develop and consolidate a range of historical skills including questioning, using source material, sequencing and referencing in their study of the ancient world.

The focus of this course is to investigate the following key questions;

How do we know about the ancient past?

Why and where did the earliest societies develop?

What emerged as the defining characteristics of ancient societies?

What have been the legacies of ancient societies?

In their studies, students complete depth studies on two ancient societies which could include Egypt, Greece Rome and/or China.

**Year 8 – The Ancient to the Modern World**

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750.

Students continue to consolidate and enhance the historical skills acquired in Year 7.

The focus in Year 8 is to investigate the following key questions:

How did societies change from the end of the ancient period to the beginning of the modern age?

What key beliefs and values emerged and how did they influence societies?

What were the causes and effects of contact between societies in this period?

Which significant people, groups and ideas from this period have influenced the world today?

In their studies, students complete three depth studies which focus on the Western and Islamic World (Medieval Europe, Renaissance Italy, The Vikings, The Ottoman Empire), the Asia-Pacific World (Angkor/Khmer Empire, Japan under the Shoguns, The Polynesian expansion across the Pacific) and Expanding Contacts (Mongol Expansion, The Spanish Conquest of the Americas, The Black Death in Asia, Europe and Africa)

**Geography**

**Year 7 – Geography**

In Year 7 Geography, students focus on two contexts. *Water in the world* focuses on water as an example of a renewable environmental resource. This context examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. *Water in the world* develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches
human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

**Place and liveability** focuses on the concept of place through an investigation of liveability. This context examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

**Year 8 – Geography**
In Year 8 Geography, students study two contexts, which will be integrated with History. **Landforms and landscapes** focuses on investigating geomorphology through a study of landscapes and their landforms. This context examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. **Landforms and landscapes** 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. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

**Changing nations** investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The context explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The context then examines issues related to the management and future of Australia’s urban areas.

**Civics and Citizenship**

**Year 7**
The Year 7 curriculum provides a study of the key features of Australia’s system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and its influence on Australia’s democracy. They look at how the rights of individuals are protected through the justice system.
Year 8
The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.
Languages Domain
For further information about subjects in the Languages Domain, please contact the Domain Leader:
Ms Jan Auld auld.janis.m@edumail.vic.gov.au

Curriculum Structure
Language is a core subject for Years 7 and 8 and is studied for two complete years.

French
LF071 and LF072 - French Year 7
(Previous year’s Materials & Resources cost $34.00 - guide only)

Course Outline
In these units you will begin a study of both the language and culture of France and French-speaking countries. You will develop skills in listening, speaking, reading and writing and learn about the people and places where French is spoken in the world. You will also have the opportunity to view films in French, sing songs, play games as well as make and eat crepes. The text book you will use is called Tapis Volant 1. You will study the following topics:

- Topic 1 Bonjour:
  Greetings, names, nationalities, alphabet
- Topic 2 C’est la rentrée:
  Asking and saying how you are, classroom objects
- Topic 3 Des copains français en Australie:
  Introducing yourself, where you live, giving your opinion.
- Topic 4 C’est la fête:
  Days, dates, numbers and birthdays
- Topic 5 Il est quelle heure?:
  Telling the time, addresses, phone numbers
- Topic 6 Un chien, c’est un copain
  Animals.
- Topic 7 Ca, c’est ma famille!
Family members, age

- Topic 8 Comment sont-ils?
  Clothing, body, personality, descriptions

Assessment
Assessment will be ongoing and will reflect the activities and tasks undertaken in class. There will be role-plays, reading out aloud, vocabulary tests, listening and reading comprehension tests and written paragraphs.

LF081 and LF082 – French Year 8
(Previous year’s Materials & Resources cost $34.00 - guide only)

Course Outline
In these Units you will continue with and expand on your study of French and the French-speaking world. You will enhance your speaking, listening, reading and writing skills, try more French food and participate in a variety of activities to help you learn and use the language. You will continue to use the same text book, Tapis Volant 1 and will study the following topics:

- Topic 7 Ça, c’est ma famille!
  Family members, age

- Topic 8 Comment sont-ils?
  Clothing, body, personality, descriptions

- Topic 9 Bon Appétit!
  Food, drinks, including a French meal.

- Topic 10 En classe, on travaille
  Schools in France, school subjects.

- Topic 11 Ma Semaine, c’est comme ça
  Daily and weekly leisure activities

- Topic 14 Quel temps fait-il?
  Weather, seasons

- Topic 15 Qu’est-ce que tu vas faire ce weekend?
  Future plans, weekend activities
• Topic 16 Je ne suis pas d’accord

Expressing opinions

Assessment
Assessment will be ongoing and will reflect the activities and tasks undertaken in class. There will be role-plays, reading out aloud, vocabulary tests, listening and reading comprehensions and written paragraphs.

Mathematics Domain
For further information about subjects in the Mathematics Domain, please contact the Domain Leader:

Mrs Lisa Stevens stevens.lisa.l@edumail.vic.gov.au

Overview
The Mathematics curriculum aims to:

• Foster an interest and appreciation of mathematics and its applications through the provision of a variety of learning experiences and activities
• Provide opportunities for students to learn logical thought processes necessary to solve problems
• Form objective conclusions in a variety of situations at home, school and in the work place
• Develop independent thinking and the skills necessary for potential vocations
• Provide remediation assistance where possible to students who have difficulties understanding the concepts and operations of mathematics
• Provide modified mathematics programs for students where appropriate
• Provide challenges and opportunities for advancement for students who show exceptional abilities in understanding concepts and operations in mathematics

Subjects offered within the Mathematics Domain:
• Mathematics

Curriculum Structure
Students are required to study Mathematics during Years 7 and 8.

Mathematics

MA071 & MA072 – Mathematics Year 7

Course Outline
These units develop the following areas:
• number skills including fractions, decimals and percentages,
• algebra via the investigation of patterns and the development of rule,
• geometry including 3-D work and transformations,
• collection, handling and interpretation of data via discussion, tabulation and graphing,
• measurement involving estimation, unit conversion, calculation of perimeter and area,
• chance and data involving real life experiences and number systems including the decimal system.

MA081 & MA082 – Mathematics Year 8

Course Outline
These units develop the following areas:

• algebraic skills, involving patterns leading to the formation of algebra rules,
• number skills including the manipulation of positive and negative numbers and indices,
• construction and interpretation of a wide variety of graphs and data,
• perimeter area and volume of a range of shapes is calculated,
• spatial awareness involving geometry and geometric constructions is extended.

Assessment
Students in Years 7 and 8 must complete a range of assessments taken from the following:

• Class work
• Tests
• Projects/ investigations
• Homework
• Problem solving tasks
Science Domain
For further information about subjects in the Science Domain, please contact the Domain Leader:

Mrs Rowena Morris: morris.rowena.c@edumail.vic.gov.au

Overview
Science at Kyabram P-12 College has three major themes for our students:

1. **Science Understanding**
   - Developing understanding of;
     - Science as a Human Endeavour
     - Biological Science
     - Chemical Science
     - Earth and Space Science
     - Physical Science

2. **Inquiry Skills**
   - Developing skills in observation, recording information and problem-solving and communicating scientific findings to others.

Curriculum Structure
Science is compulsory for all students in years 7 and 8.

Subjects offered within the Science Domain:
- Science

Science

SC071 – SC072 - Science Year 7/ SC081 – SC082 - Science Year 8

Course Outline
Core Science units at Years 7 and 8 involve a range of scientific investigations. Students investigate different forms of energy. They describe and apply techniques to separate pure substances from mixtures. They analyse the relationship between structure and function at cell, organ and body system levels. They identify and classify living things. They distinguish between different types of simple machines and predict, represent and analyse the effects of unbalanced forces on motion. 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. They model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth.
Students develop skills which allow them to identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They plan experiments, summarise data from different sources and represent their data. They use appropriate scientific language.

**Assessment**

In each unit, the assessment tasks will include some or all of the following:

1. Research assignments
2. Individual and group projects
3. Experimental reports
4. Oral and multimedia presentations
5. Homework
6. Tests
Technology Domain
For further information about subjects in the Technology Domain, please contact the Domain Leader: Mr Peter Aitken aitken.peter.d@edumail.vic.gov.au

Overview
Technology Education provides students with the knowledge and skills necessary for producing quality products that either solve a problem or meet a need.

In Technology education, students experience the ‘making or doing’ part of technology by creating a product. As many students have not had contact with some materials and systems, we offer the students a broad curriculum to try a range of materials and systems in their technology classes.

Curriculum Structure
The curriculum in all areas is based on the Design Process of investigate, design, produce and evaluate.

Students will complete three compulsory subjects during Years 7 and 8 as listed below. They will complete the three subjects over the first three semesters of the Year 7 and 8 course. The fourth semester allows students to choose a subject which they have enjoyed and wish to study to extend their prior learning.

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| Semester 2 Year 8 | Passion subject from the following areas:  
· Food  
· Textiles  
· Metal  
· Wood  
· Electrical  
· Systems mechanical  
· Multimedia  
· Digital Technology |

Subjects offered within the Technology Domain:
Design, Creativity and Technology

Information & Communications Technology
Design, Creativity and Technology

TF071 Materials – Fibres & Food
(Previous year’s Materials & Resources $125.00 - guide only)

Course Outline
This unit is designed to introduce students to Materials – Fibres and Food.

Students will spend one term examining ingredients, tools, equipment and processes relevant to the production of food, using a dietary model to design, produce and evaluate their own meals. Technology used includes conventional ovens, microwave ovens and hand-held appliances and utensils.

Students will spend one term looking at fibres through the investigation of fabrics in the construction of products. Technologies used are sewing machines and equipment.

Assessment
Assessment: Students will be independently assessed for one term of fibres and one term of food. This will include various practical classes and self-evaluation of the student’s own work.

TM071 Materials – Metal & Wood
(Previous year’s Materials & Resources cost $61.00 - guide only)

Course Outline
The unit is based on general and beginning sheet metal and woodworking skills, and design with these materials.

Students are introduced to the marking out of materials using parallel line development and general hand tool and power tool use. Students are encouraged to develop their ideas and follow a design process.

TS071 – Systems – Electrical & Mechanisms (Compulsory)
(Previous year’s Materials & Resources cost $75.00 - guide only)

Course Outline
This subject aims to introduce correct and safe use of workshop equipment. Each student will have the opportunity to learn about basic circuits, soldering and circuit construction.

Assessment
This is through various practical classes and self-evaluation of the student’s own work. An assignment is also assessed.
Passion Project – Semester 2
This subject will go for one semester and is designed to allow you to explore further areas that you found interesting in TF071, TM071 & TS071. Previously you will have done each area for a term.

TP08F Foods – A Passion Area
(Previous year’s Materials & Resources cost $125 – guide only)
This is a semester based subject in the Foods Area. It is offered to students who have chosen the subject and have indicated a passion in the food area.

Course Outline
This subject is aimed at developing the students’ passion and skills in the food area.

There is no set curriculum as the classes are planned with the student in their areas of passion. A general outline of the course is developed in the first week of the subject.

Assessment
Assessment to be negotiated with each student.

TP08T Textiles - A Passion Area
(Previous year’s Materials & Resources cost $71.50 - guide only)
This is a semester based subject in the area of fibres and textiles. It is offered to students who have chosen the subject and have indicated a passion in the area of fibres and textiles.

Course Outline
This course is aimed at developing the students’ passion in the textiles area.

Assessment
Assessment to be negotiated with each student.

TP08I Multimedia – A Passion Area
(Previous year’s Materials & Resources cost $46.00 - guide only)

Course Outline
Computerised images and animation appear in every aspect of our visual entertainment. More and more we are becoming used to increasingly complicated “special effects”. Given the right equipment and access to industry standard software we are able to create quite sophisticated effects of our own.

Following students interests we will explore and develop skills in a range of image manipulation packages, sound packages and animation software.
Assessment
Assessment to be negotiated with each student.

TP08M Metal – A Passion Area
(Previous year’s Materials & Resources cost $47.50 - guide only)

Course Outline
Students will extend their skills with designing and producing a project of their own, using Aluminium cans and light sheet metal. They will expand their knowledge of hand tools, hand held power tools and sheet metal equipment.

Assessment
Assessment to be negotiated with each student.

TP08W Wood – A Passion Area
(Previous year’s Materials & Resources cost $47.50 - guide only)

Course Outline
Passion Wood is an extension of the TM01 Materials, Metals and Wood subject. Students look and undertake the design process and design productivity process. Students research and design a wooden hot-rod creating a design that is unique. Once this is completed students can extend themselves by designing a wooden gumball dispenser. Workshop safety and basic hand tool skills are applied to construct their projects.

Assessment
Assessment to be negotiated with each student.

TP08S Systems (Electrical / Mechanical) – A Passion Area
(Previous year’s Materials & Resources cost $48.50 - guide only)

Course Outline
Students in Year 8 that participate in the Passion Program will expand on knowledge learnt from previous technology based subjects (Mechanical/Electrical). It engages students through projects and exploration in a realistic and practical way, using hands-on activities that are innovative and fun.

Assessment
Assessment to be negotiated with each student.
TP08D Digital Technology - A Passion Area– new subject 2017
(Materials & Resources cost $46.00 guide only)

**Course Outline**
If you have a passion for coding and controlling items through gaming and/or robotics this subject is for you. We will be looking at how data is transmitted through a range of networks including Internet and local area networks (LAN). Using coding languages such as binary, html, scratch to control a digital system?

**Assessment**
You will be assessed on your coding ability and the ability to explain what you are trying to construct with your coding.