



Kyabram

P-12 COLLEGE

COURSE BOOKLET

2025

Years 7 and 8

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7-8 LEARNING PROGRAM

The curriculum at Years 7 and 8 allows students to engage with a broad range of learning experiences across all eight learning disciplines of; Arts, English, Health and Physical Education, Humanities, Mathematics, Science and Technology. Students also participate in a Prep to Year 12 program designed to support the development of their personal and social capability and help their transition to adulthood.

Check Ins, Connections and Amplify

For more information about the Year 7 to Year 12 Program, please contact the Teaching and Learning Leader;

Mrs Rowena Morris: Rowena.Morris@education.vic.gov.au

The Year 7 to Year 12 Check Ins, Connections and Amplify program provides a pastoral care environment through which the College can promote and model respect, positive attitudes and behaviours. The focus of this program is the Resilience, Rights and Respectful Relationships program, and the School Wide Positive Behaviour Support system through which students were taught how to build healthy relationships, resilience and confidence. The program supports students to develop strategies to achieve their goals, tackle challenges and develop into productive and valuable community members. Students complete one hour of Amplify each week, and undertake a range of single year and cross-age activities designed to foster independence, problem-solving, respect. At the forefront of this program are the College values of Respect, Responsibility and Community.

Students study the following themes through the program:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relationships

ARTS DISCIPLINE

For more information about subjects in the Arts Discipline, please contact the Collaborative Team Leaders:

Mr Kim Morrison: Kim.Morrison@education.vic.gov.au

Ms Karen McCulloch: Karen.McCulloch@education.vic.gov.au

Mrs Bridget Curling: Bridget.Curling@education.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 Discipline 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 DISCIPLINE:

- Art - Ceramics
- Drama
- Music
- Visual Communication and Design (Graphics)

VISUAL ARTS

AV071 INTRODUCTION TO ART/CERAMICS AND VISUAL COMMUNICATION (GRAPHICS)

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, ceramics and graphics.

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.

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.
3. A folio of Visual Communications
4. Developmental work for the folio

PERFORMING ARTS

AP071 INTRODUCTION TO DRAMA AND AP072 MUSIC

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.

Students learn how to describe music through the focus on rhythm and study of music elements. Students are encouraging 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. Tableaux Performance
2. Workbook
3. Role play performance
4. Found Instrument & Body Percussion Composition and written reflection
5. Percussion Graphic Notation – Soundscape composition and written analysis

Students select one Visual Art and one Performing Art

VISUAL ARTS

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.

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.

PERFORMING ARTS

AP081 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 DISCIPLINE

For further information about subjects in the English Discipline, please contact the Collaborative Team Leaders:

Mrs Katharine Corrin: katharine.corrin@education.vic.gov.au

Subjects Offered

- Year 7 English – EN071 & EN072
- Year 8 English – EN081 & EN082

CAREER PATHWAYS

- Publisher
- Writer
- Editor
- Publicist
- Journalist
- Teacher: Primary, Secondary, EAL, Early childhood
- Speech Pathologist

YEAR 7 ENGLISH EN071 & EN072

The English curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning develop interest and skill in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

UNIT ONE – MECHANICS OF LANGUAGE

In this unit, students explore the use of language for precision and effect throughout texts and in their own writing.

UNIT TWO – CRAFTING TEXTS

In this unit, students engage with a variety of texts and build their skills in literacy through the development of a folio of annotated texts and writing pieces.

UNIT THREE – RESPONSE TO TEXT

In this unit, students develop skills using evidence from texts to develop a point of view and explore differing viewpoints.

UNIT FOUR – ISSUES AND IDEAS

In this unit, students engage with issues and ideas and develop a point of view in response to an issue.

ASSESSMENT TASKS

Assessment tasks include;

- Folio of written work
- Reading journal
- Analytical response to text
- Folio of persuasive pieces
- Oral presentations
- Essential Assessment Testing

YEAR 8 ENGLISH EN081 & EN082

The English curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning develop interest and skill in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

UNIT ONE – FOUNDATIONS OF READING AND WRITING

In this unit, students develop into confident writers who can independently use strategies to write for different audiences and purposes in a range of forms.

UNIT TWO– RESPONSE TO TEXT

In this unit, students develop skills using evidence from texts to develop a point of view and explore differing viewpoints.

UNIT THREE– ISSUES AND IDEAS

In this unit, students engage with issues and ideas and develop a point of view in response to an issue.

UNIT FOUR– MECHANICS OF LANGUAGE

In this unit, students explore the use of language for precision and effect throughout texts and in their own writing.

ASSESSMENT TASKS

Assessment tasks include;

- Folio of written work
- Reading journal
- Analytical response to text
- Oral presentation
- Persuasive pieces
- Essential Assessment Testing

KEY SKILLS DEVELOPED

Students will continue to develop their skills across the three modes of English; Reading, Viewing, Writing, Speaking and Listening. They will also continue to develop their skills across the three strands of English; Language, Literature and Literacy.

HEALTH AND PHYSICAL EDUCATION DISCIPLINE

For further information about subjects in the Health and Physical Education Discipline, please contact the Collaborative Team Leaders:

Mr. Benjamin Cottier Benjamin.Cottier@education.vic.gov.au

SUBJECTS OFFERED

- 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 unit will run subject to facility and resources available to the discipline; this could be at the Kyabram P-12 campus or various locations within Kyabram.

CAREER PATHWAYS

Sports Coaching, Sports Trainer, Sports Massage, Sport Management, Exercise Science, Biomechanist, Teaching, Fitness Instructor, Fitness Advisor, Police Officer, Armed Forces, Physiotherapy, Osteopathy, Paramedic, Nursing, Health Promotion, Sports Psychology, Nutritionist, Social Worker, Nursing, Doctor, Teaching, Health Psychologist, Mental Health Nurse, Health Surveyor, Child Care, Welfare, Drug and Alcohol Counsellor, Youth Worker, Health Promotion Officer, Health Education, Community Health Officer, Family and Community Support, Health Marketing, Health and Sport Public Relations, Health Policy Development

YEAR 7 HEALTH AND PHYSICAL EDUCATION – HP071/HP072

Resources - Physical Education change of clothes, Notebook.

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, spiritual 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: Fitness, Athletics, and a variety of sports-related units including, Basketball, 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. Finally, students will explore Gender, Respect and Relationships through the Resilience, Rights and Respectful Relationships curriculum, which is designed to address and prevent family violence, through the examination of topics around gender, power and respect.

YEAR 8 HEALTH AND PHYSICAL EDUCATION – HP081/HP082

Resources - Physical Education change of clothes, Notebook.

HP081 and 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, spiritual 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 (e.g., player, coach, umpire or administrator) and reflect on their experiences. Students will participate in the following units: Athletics, Fitness, Fundamental Movement Skills, and a variety of sports related units including, Soccer SEPEP, Volleyball SEPEP, Netball, Tennis 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. They will also describe the health interests and needs of young people as a group, including those related to sexual health (e.g., safe sex, contraception, abstinence and prevention and cure of sexually transmitted infections) and drug issues (eg. tobacco, alcohol and cannabis use). Finally, they will explore the environment around them, building mapping and navigational skills.

ASSESSMENT TASKS

Students will be assessed through a variety of tasks within Year 7 and 8 that will enable them to develop key skills required for their continuing time at Kyabram P-12. These will include, and not restricted to:

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
4. Assignments
5. Workbook and class work

KEY SKILLS DEVELOPED

Students will be able to develop the following skills throughout Year 7 and 8:

- Investigate strategies and resources to manage changes and transitions and their impact on identities.
- Evaluate the benefits of relationships on wellbeing and respecting diversity.
- Analyse factors that influence emotional responses.
- Gather and analyse health information.
- Investigate strategies that enhance their own and others' health, safety and wellbeing.
- Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- Examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
- Explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.
- Justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.
- Demonstrate control and accuracy when performing specialised movement skills.
- Apply and refine movement concepts and strategies to suit different movement situations.
- Apply the elements of movement to compose and perform movement sequences.

HUMANITIES DISCIPLINE

For further information about subjects in the Humanities Discipline, please contact the Collaborative Team Leaders:

Miss Amanda Guiney: Amanda.Guiney@education.vic.gov.au

SUBJECTS OFFERED

- Year 7 – HU071 & HU072
- Year 8 – HU081 & HU082

CAREER PATHWAYS

Business Studies:

- Treasurer
- Hotel manager
- Economist
- Copywriter
- Bursar
- Bank officer
- Accountant

Geography:

- Cartographer
- Civil engineer
- Demographer
- Ecologist
- Farm manager
- Farmer
- Geographer
- Navy officer
- Mine surveyor

History:

- Political scientist
- Research officer
- Writer
- Lawyer
- Journalist
- Historian
- Editor
- Librarian
- Museum curator

YEAR 7 HUMANITIES – HU071 & HU072

The Humanities discipline incorporates the disciplines of History, Geography, Economics and Civics and Citizenship. Students study each discipline in both Years 7 and 8.

ECONOMICS AND BUSINESS

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.

HISTORY – 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.

GEOGRAPHY – WATER IN THE WORLD AND PLACE AND LIVEABILITY

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

CIVICS AND CITIZENSHIP

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.

ASSESSMENT TASKS

Assessment tasks include:

- Timeline and Mapping Task
- Portfolio of class tasks
- Portfolio of Ancient Societies comparisons
- Research Task
- Perfect Community Model – liveability proposal
- Levels of Government Exploration
- Referendum Case Study
- Fair Trial Case Study

YEAR 8 HUMANITIES – HU081 & HU082

The Humanities discipline incorporates the disciplines of History, Geography, Economics and Civics and Citizenship. Students study each discipline in both Years 7 and 8.

ECONOMICS AND BUSINESS - BUY IN KY

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 - 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 - CHANGING NATIONS AND LANDFORMS AND LANDSCAPES

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.

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.

CIVICS AND CITIZENSHIP

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.

ASSESSMENT TASKS

Assessment tasks include:

- Stations Portfolio – Medieval and Renaissance Europe
- Scaffolded Research Project – Shogunate Japan
- Economics Portfolio – Buy in Ky
- Development Compass Group Assignment
- Geomorphological Hazard Inquiry
- Australian Traditions Presentation
- Unit Reflection Task

CAMPS AND EXCURSIONS AT YEARS 7 AND 8

- La Trobe University Outreach program
-

KEY SKILLS DEVELOPED

The Humanities provides a framework for students to examine the complex processes that have shaped the world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

LANGUAGE DISCIPLINE

YEAR 7 LANGUAGE- AUSLAN

For further information about subjects in the Language Discipline, please contact the Collaborative Team Leader:

Miss Hannah Foster: hannah.foster@education.vic.gov.au

In Years 7, the curriculum focus is on the rich world of Auslan, gaining valuable insights into Deaf culture and communication. Throughout the units, students can expect to learn fundamental aspects of Auslan grammar, vocabulary, and sentence structure. They'll explore various topics such as HOLM NMF's, greetings, family, emotions, daily activities, and more, all while honing their receptive and expressive skills in signing. Interactive activities, engaging multimedia resources, and real-life scenarios immerse students in the language, fostering an appreciation for linguistic diversity and fostering inclusivity.

CAREER PATHWAYS

- Auslan interpreter
 - Deaf Educator
 - Community support worker
 - Auslan teacher
 - Disability Services Coordinator
 - Sign Language Consultant
 - Advocacy and Policy Development
-

ASSESSMENT TASKS

Unit 1- HOLM NMF and basics

Unit 2- The Rainbow challenge

Unit 3- Deaf culture

Unit 4- My missing friend

MATHEMATICS DISCIPLINE

For further information about subjects in the Mathematics Discipline, please contact the Collaborative Team Leaders:

Ms Karen McCulloch: karen.mcculloch@education.vic.gov.au

Mrs Bridget Curling: Bridget.Curling@education.vic.gov.au

Mr Kim Morrison: Kim.Morrison@education.vic.gov.au

SUBJECTS OFFERED

- Year 7 – MA071 & MA072
- Year 8 – MA081 & MA082

CAREER PATHWAYS

- Education and teaching
- Medicine including nursing
- Veterinary medicine
- Engineering
- Applied Sciences
- Community and social services
- Finance and accounting
- Building and construction
- Computer programming, electronics and information technology
- Arts and entertainment

YEAR 7 MATHEMATICS – MA071 & MA072

In Year 7, students develop their abilities to work with positive and negative numbers as well as fractions and decimals. Students will start to develop their skills in algebra and measurements of areas. Students will also investigate chance experiments and develop an understanding of the likelihood of events. They will use mathematical modelling to solve practical problems in applied contexts.

ASSESSMENT TASKS

- Tests
- Assignments
- Problem solving tasks

KEY SKILLS DEVELOPED

- 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,
- algorithmic thinking.

YEAR 8 MATHEMATICS – MA081 & MA082

In Year 8, students continue to develop their skills in working with positive and negative numbers as well as fractions and decimals. Students will develop more advanced skills in algebra and solving equations. Students will develop their skills in distances, areas and volumes and will work to develop the ability to analyse and summarise statistics. They will use mathematical modelling to solve practical problems involving ratios and percentages in measurement and financial contexts.

ASSESSMENT TASKS

- Tests
 - Assignments
 - Problem solving tasks
-

KEY SKILLS DEVELOPED

- 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,
- mathematical modelling to solve problems.

SCIENCE DISCIPLINE

For further information about subjects in the Science Discipline, please contact the Collaborative Team Leaders:

Mrs Bridget Curling: Bridget.Curling@education.vic.gov.au

Mr Kim Morrison: Kim.Morrison@education.vic.gov.au

Ms Karen McCulloch: karen.mcculloch@education.vic.gov.au

SUBJECTS OFFERED

All students at Year 7 and 8 will undertake two semesters of Science.

- Year 7 – SC071 & SC072
- Year 8 – SC081 & SC082

CAREER PATHWAYS

- Agronomist
- Vet, Vet Nurse, Zoo Keeper
- Park Ranger
- Pharmacist
- Wine maker, Food Technologist
- Health (Doctor, Dentist, Nurse)
- Allied Health (Physiotherapist, Osteopath, Radiographer)
- Marine Biologist
- Laboratory Technician
- Education
- Psychologist
- Counsellor
- Astrophysicist
- Engineer
- Sports Scientist
- Environmental Scientist
- Forensics
- Aviation

Click on the links below for more information on science careers:

Agriculture: <http://www.kyabramp-12careers.com/?page=career-targets&area=31>

Biology: <http://www.kyabramp-12careers.com/?page=career-targets&area=3>

Chemistry: <http://www.kyabramp-12careers.com/?page=career-targets&area=5>

Environmental Science: <http://www.kyabramp-12careers.com/?page=career-targets&area=13>

Physics: <http://www.kyabramp-12careers.com/?page=career-targets&area=29>

Psychology: <http://www.kyabramp-12careers.com/?page=career-targets&area=32>

KEY SKILLS DEVELOPED

Year 7 and 8 Science is structured to engage students in the world around them and expose them to possible future pathways by developing the key skills required in all of the Sciences offered in the VCE curriculum, and by exposing students to key employability skills.

The following skills are a key focus of all of the Sciences:

Communication, Teamwork, Problem solving, Self-management, Planning and organising, Technology, Initiative and enterprise.

Students work scientifically to:

Develop aims and questions, formulate hypotheses and make predictions; Plan and undertake investigations; Comply with safety and ethical guidelines; Conduct investigations to collect and record data; Analyse and evaluate data, methods and scientific models; Draw evidence-based conclusions; Communicate and explain scientific ideas.

YEAR 7 SCIENCE – SC071 & SC072

In Years 7, the curriculum focus is on explaining phenomena involving Science and its applications. Students explain the role of classification in ordering and organising information about living and non-living things. They classify the diversity of life on Earth into major taxonomic groups. They use and develop models including food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena. They explain changes in an object's motion by considering the interaction between multiple forces. Students then explore changes in matter at a particle level. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

ASSESSMENT TASKS

- Unit tests
- Research Tasks
- Practical Reports

EXCURSIONS

Students may go to the Fauna Park to learn about classification.

YEAR 8 SCIENCE – SC081 & SC082

In Year 8, the curriculum focus is on explaining phenomena involving Science and its applications. Students explain the role of classification in ordering and organising information about non-living things. They consider how the classification of renewable and non-renewable resources depends on the timescale considered. Students classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

ASSESSMENT TASKS

- Unit tests
- Research Tasks
- Practical Reports

TECHNOLOGIES DISCIPLINE

For further information about subjects in the Technologies Discipline, please contact the Collaborative Team Leader, Mr John Fraser: john.fraser2@education.vic.gov.au

SUBJECTS OFFERED

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

- Systems
- Wood and Metal
- Food and Fibres

Passion Subjects

- Systems
- Wood
- Metal
- Textiles
- Food
- Digi tech

TS07 OR 8 - SYSTEMS

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.

UNITS

- Introduction to safety in the workshop.
- Design and build a wire and metal model.
- Design and build a model using electrical and mechanical components.

ASSESSMENT TASKS

- Completion of ONGUARD safety course
- Design and construct metal and wire models using correct and safe soldering techniques.
- Design and build a model involving electrical and mechanical components.

TM07 OR 8 – WOOD AND METAL

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.

UNITS

- Introduction to the safety in the work shop use of ONGUARD
- Wooden Storage container
- Sheetmetal - monoplane

ASSESSMENT TASKS

- Completion of ONGUARD safety course
- Designed wood-based project
- Designed metal-based project

TF07 OR 8 – FOOD AND FIBRES

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 using a range of technologies including e-sewing, sewing machines and the like.

UNITS

- Fibres
- Food

ASSESSMENT TASKS

- Class reflections and evaluations.
- Development of Practical Skills within the kitchen.
- Textiles Samples
- Completion of a project

PASSION ELECTIVES

Passion electives provide Year 8 students with the chance to explore a technology area of their interest and skills for one semester.

TPo8S: PASSION – SYSTEMS

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.

UNITS

- Introduction to safety in the workshop – OnGuard training.
- Design and build a model using electrical and mechanical components.

ASSESSMENT TASKS

- Completion of OnGuard training.
- Investigate, design, plan and produce a project involving electrical and mechanical components.

TPo8W: PASSION – WOOD

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.

UNITS

- Introduction to safety in the workshop use of ONGUARD.
- Projects.

ASSESSMENT TASKS

- Completion of the ONGUARD safety training.
- Wooden hot rod
- Wooden gumball dispenser.

TPo8M: PASSION – METAL

Passion Metal is an extension of the TM01 Materials, Metals and Wood subject. Students will extend their skills with designing and producing a project developed in consultation with the teacher. They will expand their knowledge of hand tools, hand held power tools and metal working equipment.

Units

- Introduction to safety in the workshop use of ONGUARD.
- Projects

ASSESSMENT TASKS

- Completion of the ONGUARD safety training.
- Completion of the model.

TPo8T – PASSION TEXTILES

This course is aimed at developing the students' passion in the textiles area. In consultation with the students in the class, specific areas or genres of Textiles will be explored.

UNITS

- Basic stitching and use of the sewing machine.
- Projects according to specific crafts the students which to explore.

ASSESSMENT TASKS

- Samples of stitches and skills to be explored.
- Completion of design briefs.

TPo8F: PASSION – FOOD

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.

UNITS

- How cooking affects food.
- Influences on Food trends
- Food Production and the environment.
- Meals for special occasions.

ASSESSMENT TASKS

- Practical class evaluations
- Practical skills within the kitchen.
- Planning and preparing a meal.
- Research for a project.

T1o8I: PASSION – DIGI TECH

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. This culminates in the use of 3D printers and Laser cutters.

UNITS

- Introduction to networks
- Using Gamefroot.
- Using Scratch and own scripts
- Completing a project for a client.

ASSESSMENT TASKS

- Research tasks
- Planning and designing a game.
- Recording in a digital portfolio or blog about the tasks completed,
- Using coding to develop a project for a customer.