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COURSE GUIDE

2018

YEAR 7 and YEAR 8

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Australian Curriculum and Assessment Authority

Provider: Department of Education & Training

CRICOS Number: 00861K

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TEACHING APPROACHES



ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens.

It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace.

Goals:

- To consolidate literacy skills in the dimensions of Reading, Writing, Speaking and Listening.
- To enhance students capacity to read for pleasure and critical appreciation.
- To develop the ability to read and to comprehend the English language at different levels of complexity.
- To develop the ability to speak and to write fluently and coherently.
- To gain an appreciation of literature.

Year 7 Content

Reading: Students read one novel and a selection of short stories and a complete film study which all support the exploration of various text types and genres.

Writing: Writing activities include reflective writing (using journals); descriptive, persuasive and narrative writing. The emphasis is on process, precision and coherence.

Speaking: Speaking skills are developed through class and group work, including reading aloud, oral presentations and role play.

Listening: Skills for effective listening are taught in different contexts.

Additional Skills: Emphasis is placed on dictionary usage, spelling, punctuation and grammar.

Literacy Workshops: Provide opportunities for students to learn in small groups and at their own rate. Explicit incidental teaching is a component of the workshops as well as students taking responsibility for their learning.

Assessments

Common Assessment Tasks
Oral Presentations
Class Work

Research Projects/Essays
Homework Tasks
NAPLAN

Year 8 Content

Reading: Students read two set novels and complete one film study; wider reading is also done with an emphasis on inferential comprehension.

Writing: Activities include autobiographical, instructional, argumentative and analytical writing. A structured approach to planning, drafting, editing and revising is followed.

Speaking: Skills required for effective small group discussion and public speaking are developed.

Listening: Skills for effective listening are taught in different contexts.

Skills: Continued development of dictionary skills, spelling, punctuation, grammar and syntax.

Literacy Workshops: Provide opportunities for students to learn in small groups and at their own rate. Explicit incidental teaching is a component of the workshops as well as students taking responsibility for their learning.

Assessments

Common Assessment Tasks
Research Projects/Essays
Oral Presentations
Homework Tasks
Class Work

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students assigned to EAL are a diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language .

Goals:

- To develop students understanding of spoken English and their ability to use spoken English for communication. This includes using English for social interaction and school-based learning, and in both formal and informal contexts.
- To develop students' reading in English, including understanding, interpreting, reflecting upon, responding to and enjoying written and visual texts, and reading both silently and aloud.
- To develop students writing skills in English. It includes the development of basic writing skills such as hand-writing, word processing, spelling and punctuation, as well as skills for thinking, creating, composing, editing and presenting a range of written genres.
- To build students' knowledge of English words (vocabulary), and their knowledge of English grammar.

Content:

Text Study

Students read or view novels, short stories and films (teachers call these 'texts') and complete different tasks relating to these which include:

Reading: comprehension, fluency and phrasing

Text analysis: discussion and written responses

Writing: composing and revising

Oral Language: role plays / re-enactments of scenes

Oral presentations: preparing formal presentations about the text

Issues in the News and Persuasive Language

Students read and view news reports and articles about current issues in the world today. Students complete a variety of tasks that include:

Comprehension: reading for meaning

Focussed writing tasks: news articles, letters expressing an opinion or giving information about an issue.

Classroom discussions

Class debates

Oral presentations presenting a point of view

Writing

Students study a variety of writing styles and complete a range of tasks including:

- Reading to support writing
- Identifying and analysing the language appropriate to text style
- Thinking, planning and preparing for writing
- Drafting, editing, and revising writing

Assessments:

Completion of Class work

Completion of Homework

Assignments

Written tasks and oral presentations

MATHEMATICS

Goals:

- | Develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- | See connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Mathematics Level Description

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number & Algebra

- | Number and place value
- | Real numbers
- | Money and financial mathematics
- | Patterns and algebra
- | Linear and non-linear relationships

Measurement and Geometry

- Shapes – two and three dimensional
- | Using units of measurement
- | Location and transformation
- | Geometric reasoning

Statistics and Probability

- | Discrete and continuous data
- | Data representation, analysis and interpretation

Assessment:

- | Ongoing formative assessment to ensure all students achieve their personal best
- | Tests of skills and concepts
- | Examination
- | Mathematical Investigations
- | Student self and peer assessment
- | Problem solving

SCIENCE

The basis of an education in Science is the development of concepts, skills and processes associated with scientific knowledge and ideas. These are drawn from the major disciplines of chemistry, physics, biology and earth & space sciences. In this course students develop and apply knowledge, understanding and skills in their immediate world and beyond.

Goals:

- To acquire scientific skills and conceptual knowledge.
- To acquire and use skills of scientific investigation, reasoning and analysis to ask questions and seek solutions.
- To develop scientific attributes, for example, flexibility, curiosity, critical reflection, respect for evidence and ethical considerations.
- To recognise and understand the strengths and limitations of science.
- To interpret and communicate scientific ideas effectively.
- To appreciate the dynamic role of science in social and technological change.

Year 7 Content	Year 8 Content
What is Science? - Safety in the Laboratory - Scientific Method	Earth and Space Science -Geology
Earth and Space Science - Planet Earth and Space	Biological Science -Cells -Multi Cellular organisms
Chemical Science - Mixtures - Solids, Liquids and Gases	Physical Science -Electricity -Forms of Energy
Biological Science - Classification of Plant and Animals - Interaction between organisms	Chemical Science -Atoms -Elements, Compounds and Mixtures -Chemical Change
Physical Science - Forces - Earth Gravity	

Assessments:

Completion of set class work
 Completion homework tasks
 Reports on experimental work
 Completion of web quests
 Common Assessment Tasks

GLOBAL LITERACY - HUMANITIES

Global literacy is concerned with the condition of all human beings, no matter where they live to function effectively in the global community. It promotes an understanding of what is happening around the world; about human imagination and expression and the products of cultures; the interrelations within and among global and cross-cultural communities; natural, social and technical worlds; and the values and histories underlying our way of life.

The Humanities provide a framework for students to develop and extend their literacy skills through examining the complex processes that have shaped the modern world and investigating responses to the social, political, economic and environmental challenges within our local and global communities.

Semester One: Terms 1 & 2 - History

Semester Two: Term 3 - Geography

Term 4 - Economics, Civics and Citizenship

GOALS:

- To develop understanding of the world in which we live and to gain a perspective of time and space
- To develop knowledge and skills in the Learning Areas of History, Geography, Economics and Civics and Citizenship
- To develop skills necessary to investigate, analyse, interpret and communicate information in a variety of written and verbal forms
- To make and justify value judgments about local, national and global issues
- To develop information presentation skills

YEAR 7

A study of the following:

- Aboriginal and Torres Strait Islander Peoples and Culture
- Ancient Egypt
- Ancient China
- Water in the World
- Changing Nations
- Taking control of your money
- Being a good citizen

YEAR 8

A study of the following:

- The Vikings
- Japan under the Shoguns
- Renaissance Italy
- Place and Liveability
- Landforms and Landscapes
- The Australian Economy and you
- Decision Making

Assessment Methods:

- Research projects
- Oral presentations (individual and group)
- Written tests
- Role plays

LANGUAGES OTHER THAN ENGLISH

In learning a language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying.

CHINESE (Mandarin)

Goals:

- To introduce students to the Chinese language and culture.
- To give students a basic knowledge of Chinese characters and the spoken Mandarin Chinese.
- To encourage students to use basic Chinese vocabulary and structures – reading & writing
- To develop the use of Mandarin Chinese – oral language

Year 7 Content

Chinese Made Easy Book 1: Units include an introduction of Chinese Mandarin including Greetings, Family, School and Work.

Chinese culture, history and geography will be explored through research using multi-media.

Chinese water paintings, calligraphies, drawings of Beijing Opera faces and cooking of Chinese foods are embedded throughout the curriculum.

Year 8 Content

Chinese Made Easy Book 2: Units include colours, clothing, weather, holidays, hobbies curriculum and school. Revises and consolidates the language taught in the Year 7 and introduces new vocabulary with extended sentence structures.

Speaking, reading and writing skills continue to be developed.

Prior understanding of Water paintings and calligraphies is built upon and extended.

Assessments:

Completed Work Book exercises

Common Assessment Tasks

Topic tests

Oral presentations and performances

HEALTH, PHYSICAL and SPORT EDUCATION

The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Goals:

- To explore the developmental changes that occur throughout the human lifespan
- To develop physical capacity in strength, flexibility and endurance
- To progress the development of basic motor skills to the performance of complex movement patterns that form part of team games.

Year 7 & Year 8 Content:

HEALTH EDUCATION	PHYSICAL EDUCATION	SPORT EDUCATION
<ul style="list-style-type: none"> • 3 dimensions of Health • Risky behaviour and harm minimization strategies • Puberty • Nutrition and puberty • Cyberbullying • Alcohol, Tobacco and Drugs • Contraception and Sexually Transmitted Infections • Healthy food for school 	<ul style="list-style-type: none"> • Fitness Testing and National Physical Activity Guidelines • Fitness Training • Athletics • Gymnastics 	<ul style="list-style-type: none"> • Team sports • Individual sports • Learning the rules of various sports • Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. • Learning about the roles involved in a variety of sports for example umpire, coach, player and administrator.

Assessments: Attendance

and participation

Assignments and Tests

Case study analysis

Data analysis

Practical Testing – skills, fitness, tactics

Common Assessment Tasks

THE ARTS

VISUAL ARTS - ART

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond, and learn to appreciate the specific ways this occurs in different disciplines.

Goals

- ▯ To encourage students to use a range of materials, techniques and technologies to express ideas
- ▯ To create and display artworks
- ▯ To respond to visual art works and consider why people make art visual art works
- ▯ To explore ideas, experiences, observations and imagination to create visual art works

Content

Students identify, analyse and evaluate how artists use materials, techniques, technologies and processes to express ideas. They plan and make art works in response to exploration of techniques. Students identify and describe art works and exhibitions from different cultures, times and places.

Assessment

Folio of art works
Written Response
Visual Diary

VISUAL COMMUNICATION DESIGN

Goals

- ▯ To explore and apply methods, materials, media, design elements and design principles to create and present visual communication
- ▯ Use manual and digital drawing methods to create a range of visual communications
- ▯ To develop and present visual communications for different purposes, audiences and in response to specific needs
- ▯ To identify and describe the intended audience for a range of visual communications from different historical, social and cultural contexts.

Content

Students learn about designers and how they use visual communication practices to respond to design briefs in different historical, social and cultural contexts. They apply knowledge in the development of their own visual communication practices.

Assessment

Visual Diary
Research project
Design Folio

PERFORMING ARTS

MUSIC

Goals:

- To develop an understanding of music notation.
- To develop performing skills in a range of musical contexts.
- To develop an understanding of the concepts of music
- To develop music appreciation skills
- To develop compositional skills

Year 7 Content

Rudiments of music: reading and writing music

Interpretation of music through singing and playing: pianoforte / electronic keyboard

Orchestral instruments: exploration of the history and expressive qualities of strings, woodwind, brass and percussion instruments.

Aural skill development: listening to musical compositions that tell a story or describe events.

Identification of musical concepts: basic rhythm, tempo dynamics and performing media.

Composing: short compositions using GarageBand software.

Year 8 Content

Rudiments of Music: Music notes of the Bass Clef Staff and Chords.

Performance: Performance of musical compositions studied in class

World Music: Exploration of musical features and instruments of Irish, Polynesian and Chinese traditional music through aural activities and class discussions.

Music History: Classical period and music of W. A. Mozart.

Composing: Composing music using keyboards and GarageBand.

Assessments:

Teacher-designed tasks

Tests

Listening tasks

Performances

Research project

Composition portfolio

DESIGN – CREATIVITY - TECHNOLOGY

WOOD

Design is a vital step in transforming ideas into creative, practical and commercial realities. The DCT domain focuses on development of students' skills in managing and manipulating materials and resources using a range of tools, equipment and machines to make, produce or grow functional physical products or systems. These materials and resources include food, wood, metal, timber, plastics, textiles, ceramics, plants and soil/growing.

Goals:

- To develop skills in identifying the need of a client.
- To become familiar with the use of tools and equipment
- To design, make and evaluate the product and process.

Content

- Create brief, design, produce and evaluate products.
- Knowledge and understanding of the applications of materials and processes and construction.
- Understanding of basic safety, risk assessment and accident prevention.
- The correct use of machinery and equipment in the workshop-equipped classroom.
- Exploring modern materials and manufacturing techniques.
- The influence of technology on the development of lifestyles and culture.

Assessments:

Investigation

Design Folio

Production Work

Journal and evaluation reports

FOOD

The domain of Design, Creativity and Technology (DCT) emphasises engagement in designing, creating and evaluating *processes*, *products* and technological *systems* using a range of *materials* as a way of developing creativity and *innovation*.

Goals:

- To introduce students to the everyday food processes and cooking methods.
- To encourage successful teamwork
- To develop skills in practical work.
- To plan, prepare and evaluate a range of food products.
- To make choices that will promote a healthy lifestyle and provide nutritional information.
- To develop competence in the use of tools and equipment.
- To develop skills in problem solving and decision making using the design process.
- To learn about safety and hygiene in the kitchen.

Content

- Knowledge and understanding of the impact of hygiene and safety on nutrition and health.
- Knowledge and understanding of hazard prevention.
- Comprehending recipes and understanding measurement.
- Exploring basic food and nutrition principles following Australian Guide to Healthy Eating.
- Influence of technology on food choice and product development.
- Research food packaging and labelling.
- Investigate, design, produce, and evaluate products.
- Cooking using basic food processes
- Managing the Multicultural kitchen.

Assessments:

Food Production
Evaluation Report
Design Brief

