



WONTHAGGI

Secondary College



“Achieving success in a caring and creative environment”.

Year 7/8 Handbook
2022

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Introduction

Wonthaggi Secondary College aims to provide students with a wide range of relevant and stimulating academic, cultural and practical experiences.

In Year 7/8 all students follow a common course of study based on the Victorian Curriculum. The curriculum at WSC is delivered across the eight established Learning Areas: English, Mathematics, Science, Health & Physical Education, Language, Humanities, Arts and Design/Technology.

Year 7/8 students operate in a Homeroom environment and the year is seen as one of consolidation and transition from primary to secondary school. The transition from primary to secondary school or from one secondary school to another has its own challenges and rewards. To be a student of Wonthaggi Secondary College with a large range of subjects, new teachers, new students and a different culture may be quite an adventure.

There are a number of support structures in place to help students. Sub-School Coordinators, Year Level Coordinators, Student Welfare Coordinator, Home-group Teachers, Office Staff, Campus Principals and Classroom Teachers provide ongoing assistance. Parents and students are encouraged to seek assistance from these people whenever it is needed.

In Year 9 students operate in a Core & Elective structure. This structure allows students to plan a course of study that best caters for their needs and interests across the eight areas of study.

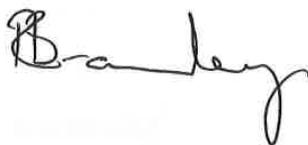
Year 10 consists of a Core of English, Mathematics, Science, Humanities, Industry and Enterprise and one compulsory unit of Physical Education. The remainder of the program is made up of elective subject units chosen from across the remaining Learning Areas.

The Senior School Program is based on the Victorian Certificate of Education (VCE). It covers the last two or sometimes three years of secondary education. Vocational Education & Training (VET) and Victorian Certificate of Applied Learning (VCAL) are also offered.

Wonthaggi Secondary College has excellent facilities and resources available for use by students at all levels.

Students are encouraged to participate in a variety of leadership initiatives. The College is very proud of its Student Leadership Program and values input by students through such forums as the Student Leaders Group, Student Representative Council, Peer Support Program and House Leadership. Student opinion is valued and responsible leadership is seen as an important aspect of the College. Students are given the opportunity to express themselves, give their best effort and strive for personal achievement to the highest level.

Parents are encouraged to become active members of the College Council and/or Parents Association. Please feel free to call the school and make an appointment to tour our campus and discuss how it operates.



Ross Bramley
DUDLEY CAMPUS PRINCIPAL

Key College Contacts

College Principal

Darren Parker

Assistant College Principal

Leith Cummins

	DUDLEY CAMPUS	SAN REMO CAMPUS
Campus Principal	Michael Shone	Emma Harris
Campus Manager	Wayne Rhodes	Nick Sibly
Subschool Co-ordinators		
Junior (Yr 7 & Yr 8)	Jim Dalmau	Aiden Harris
Middle (Yr 9)	Phil DeSalvo	Andrew Hay
Student Welfare	Carol Davidson	Jo Beasley
Year 7 Co-ordinator	TBC	TBC
Year 8 Co-ordinator	TBC	TBC

Term Dates 2022

TERM 1: 31 January (students return) to 8 April

TERM 2: 26 April to 24 June

TERM 3: 11 July to 16 September

TERM 4: 3 October to 20 December

Bell Times

Student access lockers	8.50 am*		
Home Group Meeting	9.00 am*	-	9.10 am*
Unit 1	9.12 am	-	10.00 am*
Unit 2	10.02 am	-	10.50 am*
Recess	10.50 am	-	11.20 am*
Unit 3	11.22 am	-	12.10 pm*
Unit 4	12.12 pm	-	1.00 pm*
Lunch	1.00 pm		1.50 pm*
Unit 5	1.52 pm	-	2.40 pm*
Unit 6	2.42 pm	-	3.30 pm*

**Indicates times when bell will sound*

Assessment Tasks & Homework Hints

One of the most important and at times difficult changes for students to make is the transition from Primary School to Secondary School.

Students are expected to adjust to new subjects, new teachers, new friends and to always work to the best of their ability. Students need to be able to organize themselves and to manage their time in order to help them cope with the demands and expectations of each subject.

Year 7/8 homework will consist mainly of:

- Any work not completed in class.
- Independent reading on a daily basis and weekly spelling words in English.
- Regular revision for Language (Japanese)
- Research, project and assignment work.

The total homework load per student will generally be between 60 and 90 minutes per week at Year 7, increasing to between 90 and 120 minutes per week at Year 9.

The College has a 'Due Date Policy' which is included in the Dudley Campus Information Booklet. If work is not submitted on the due date, late submissions may be subject to grading reductions. This could lead to an unsatisfactory assessment in the subject. Extensions up to one week may be granted for compelling reasons which have to be discussed with the relevant classroom teacher.

To help you and your child we include the following Homework/Work-Study "hints". If these processes are put into practice students should find the work pressures at secondary school a little easier to handle. Also it will ensure a pleasing and rewarding assessment at the end of the year.

Students need:

- A quiet environment to work, away from family distractions.
- To have a written record of homework, upcoming tests and assignments and when they are due (if applicable) in their Student Planner.
- To be organized: have all equipment and information at hand. i.e.: pens, paper, and eraser.
- Access to the internet and their password for Compass and other relevant platforms.
- To decide what time of day is the most suitable to study.
- To devote equal amounts of time to all subjects but do the more difficult subjects or work tasks first.
- To not spend too much time on the favourite or "easiest" subjects.
- To use study time to revise work, read or organize books and notes when there is little or no set homework.
- To talk your work over with friends and parents so that ideas can be exchanged.

The Victorian Curriculum

In Year 7/8 all students follow a common course of study and stay in Home Groups for all classes. The Year 7/8 Curriculum follows the design laid out in the Victorian Curriculum to run over a 2 Year period. The Curriculum for Years 7/8 has been designed to provide all students with a solid foundation across the 8 Essential Learning Areas.

At Year 9 we offer a broad program which caters for diverse student needs and interests and encompasses all areas of the Victorian Curriculum.

The Victorian Curriculum incorporates 8 subject areas, 4 main capabilities as shown in the table below.

Learning Areas	Capabilities
<ul style="list-style-type: none">• English• Mathematics• Science• Health & Physical Education• Language• Humanities & Social Sciences (History, Geography, Civics & Citizenship, Business and Economics)• The Arts• Technologies (Design & Technologies and Digital Technologies)	<ul style="list-style-type: none">• Personal and Social• Critical and Creative Thinking• Intercultural• Ethical

The Victorian Curriculum documents outline the curriculum from Prep (Foundation) to Year 10 that all government schools need to use to plan, assess and report to parents. There is a learning continuum over 11 levels.

For more information contact Leith Cummins – Assistant Campus Principal and Curriculum Coordinator at the Dudley Campus.

Time Allocation & Course Summary Of Year 7/8 Curriculum

Key Learning Area		Year 7 Unit Allocation	Year 8 Unit Allocation
Mathematics		4	4.5
English		4	4.5
Science		3	3
Humanities		3	4
Arts and Design/Technology	Music	1.5	-
	Art/Sculpture	2	-
	Textiles	1.5	-
	Wood	2	-
	Drama	-	1.5
	Visual Communication	-	1.5
	Food Technology	-	1.5
	Metals	-	1.5
Language		3	2 (Literacy+/Numeracy+)
STEAM	IT: Digital Communication	1	-
	Mechanisms/Systems	1	-
	Coding/Robotics	-	1
	CAD	-	1
Health & Phys Ed	Health & PE	4	4
Total number of units per week:		30	30

Unit Allocation is the number of 48 minute lessons per week

Please note that students have six 48 minute lessons per day making a total of 30 units per week.

STEAM: STEM intertwines principles of Science, Technology, Engineering & Mathematics with key skills such as problem solving, strategic thinking and collaboration to produce quality products. The inclusion of Arts, recognises the importance of expression, creativity, imagination, observation and communication, in developing skills in design thinking. This creates an integrated area of study called **STEAM**.

Across Yr 7 and Yr 8, all students will begin to develop skills and gain an understanding of what STEAM is. Students will cover areas of Robotics, IT Communication, Mechanisms, Engineering Systems, Coding and CAD. Students will be able to continue developing their skills through the electives in Year 9.

Special Programs

SELECT ENTRY ACCELERATED LEARNING (SEAL) – formerly known as PAL (Program for Accelerated Learning)

Students in the Year 7 SEAL (Select Entry Accelerated Learning) class will be accelerated through ENGLISH, MATHS, HUMANITIES, JAPANESE and SCIENCE. Entry to this program is by testing and interview. For further information please contact the SEAL Co-ordinator, Mr Nicholas Harrison.

LITERACY SUPPORT

At Year 7, Wonthaggi Secondary College offer a Select Entry Literacy Program (SELP) that seeks to improve the literacy of students who have been identified by their Grade 6 teacher as having skills and understandings in this area below the state standard.

Literacy assistance is also available for any student outside of the SELP class who needs support in developing their general literacy skills.

For further information about SELP and other literacy interventions available for Year 7 students, please contact Wonthaggi Secondary College's Literacy Coordinator – Harley Spies.

PEER SUPPORT

This program trains selected Year 9 students in the area of student support.

Peer Support Leaders are assigned to Year 7 Home Groups to assist with their transition between Primary and Secondary School. Peer Support students work with Year 7 students in classrooms, assist students in the yard and act as a point of contact for new students.

The Peer Support Leaders help with the organisation of events, cross age tutoring in programs such as 'Fantastic Racers' and are valuable role models for students in the areas of leadership and social skills at the school.

The training and skills gained by Peer Support students provide them with a sense of citizenship within our community and in their capacity of school leaders they often represent Wonthaggi Secondary College at community functions.

~ ~ ~ ~ ~ SUBJECTS ~ ~ ~ ~ ~

Mathematics

Year 7

The Year 7 Mathematics Course is aligned with Victorian Curriculum content descriptions and achievement standards across the three strands Number and Algebra (NA), Measurement and Geometry (MG) and Statistics and Probability (SP). The course aims to expand each student's mathematical skills and problem solving ability. The course is split into approximately 10 topics spread evenly across the two semesters. The course includes set exercises from a standard text book (found on the book list), weekly online tasks and physical hands on activities. It is assessed through topic tests, online tasks and class exercises. Students are regularly expected to complete class exercises at home as homework.

The study of English helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that students will learn to analyse, understand, communicate and build relationships with others, with literature and with the world around them. Wonthaggi Secondary College's English Program seeks to also develop the understanding, attitudes and capabilities of our students through the study of literature and literary elements.

Creative Writing

Students will learn about a variety of engaging creative writing techniques during this unit. Students will demonstrate their understanding by applying the writing techniques learned into their own short story.

Persuasive Language

Students will learn about a variety of persuasive techniques found within texts. Students will have the opportunity to demonstrate their understanding by analysing how particular devices influence an audience and by incorporating the persuasive devices learned both verbally and in writing.

Film Study

Students will explore how a selection of literary devices (plot, character, setting, theme and conflict) have been used within the film 'Paper Planes'. Students will demonstrate their understanding of the selected literary devices both verbally and in writing in response to the film.

Novel Study

Students will study 'Boy Overboard' by Morris Gleitzman as a class and these novels will be provided by the English department. Students will build on their understanding of the different literary elements while starting to learn about author's purpose. Students will complete a variety of creative tasks while reading the novel and will write a text response essay after finishing the text.

Figurative Language

Students will learn about a variety of figurative language techniques including similes, metaphors, alliteration, onomatopoeia and personification. Students will demonstrate their understanding of figurative language by compiling a portfolio of poetry.

Homework

Students will be required to complete WordFlyers assignments as part of their homework throughout the year. Students will also complete at least one book report throughout the year for homework.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The Particle Model

Students will learn that the properties of the different states of matter can be explained using the particle model. They will also learn that scientists' understanding of matter has developed over thousands of years.

Water and the Water Cycle

Students will discover that water can exist in three states: solid, liquid and gas. They will find out that water is one of our most valuable resources and that it cycles through our environment in a process called the water cycle.

Classification

Students will learn that living things are called organisms and that there are differences between and within groups of organisms. Students will develop an understanding of the classification system used to organise the diversity of life on Earth.

Our Place in Space

Students will learn that the positions of the Sun, Earth and Moon causes change on Earth, including seasons, tides and eclipses. They will discover how scientists can make predictions based on the relative positions of the Sun, Moon, and Earth.

Mixtures

Students will learn that all substances are made of materials that may be mixtures or pure substances. They will discover that mixtures can be separated using a range of techniques.

Food Chains and Food Webs

Students will learn that food chains and food webs allow energy and matter to flow through ecosystems.

Forces and Motion

Students will learn that a force is a push, a pull, or a twist arising from the interaction between two objects. They will learn that change to an object's motion or shape is caused by unbalanced forces acting on the object. Students will also learn about Earth's gravity.

Assessment

Assessment will be by topic tests, assignments, investigations, practical work, and work completed in class.

Humanities is a broad and diverse key learning area that brings together many traditional subject areas including Geography, History, Economics, Business Studies, and Careers. It provides a framework through which students understanding and knowledge is developed in relation to:

- the interaction between people and their environments
- Australia and its place in the world
- the societies of other countries
- Local and Global environments.

Humanities units of work are designed to:

- extend student knowledge and understanding of society and environment and the interactions between the two
- enhance student understanding of concepts in the disciplines underpinning Humanities
- develop the skills needed to investigate and communicate information related to Humanities
- enable students to develop and justify views about local, national and global issues related to Humanities
- allow students to analyse the values of others and clarify their own
- develop an appreciation of cultures other than their own.

Humanities organises these subjects and perspectives into four strands:

- History
- Geography
- Economics and Business
- Civics and Citizenship

COURSE CONTENT

At Year 7 level three strands of Humanities will be addressed throughout the year through the following areas of study:-

Geography

- Mapping Skills
- Water in the World – Examination of water as an example of a renewable resource using studies from Australia and from around the world.

History

- The Ancient World – Investigation of the Ancient past through an examination of the cultural and societal systems of ancient civilizations such as Egypt, Greece or Rome and China or India.

Civics and Citizenship

- Being a good citizen – Looking at what it means to be a citizen at Wonthaggi Secondary College, rights and responsibilities, bullying, the need for rules.

Assessment:

Assessment will be made against the Achievement Standards of each subject area as set by the Victorian Curriculum. Grading will be based on a combination of set classroom tasks, research, bookwork, homework and tests.

WOODWORK

This course aims to encourage students' interest and enjoyment in using wood and to introduce them to basic techniques and tools with an emphasis on safe workshop practices.

Students will be required to design and produce various projects with original decorative features.

Assessment will be based on:

- The quality of construction and finish.
- The efficient use of time.
- Satisfactory completion of written work (eg. design, evaluation).

Students will achieve these outcomes through:

- Investigation into tools, techniques and materials
- Design of model
- Production of projects
- Evaluation of their projects including strengths and difficulties.

TEXTILES

Students will be expected to generate design ideas, make high quality products and evaluate their finished product. They will be expected to complete a **minimum of two practical projects** for the semester: one hand-sewing project using felt and one machine-sewn project using a woven or knitted fabric. Students will be exposed to a range of practical techniques through production work.

Students will be expected to complete all tasks relevant to each Design Brief. They will also be exposed to the impact of the textiles industry on the environment and possible solutions for sustainability.

Assessment will be based on:

- Design work
- Safe work place practices
- Planning and time management skills
- Sewing techniques and production tasks
- Evaluation work

Students will achieve these outcomes through:

- Investigating, generating, developing & testing design ideas
- Practising and implementing various sewing techniques and production procedures
- Evaluating design ideas, processes, solutions and sustainability

ART AND SCULPTURE

Art and Sculpture will enable students to develop skills in the areas of two and three-dimensional design. To increase confidence and encourage creative ideas students will explore a wide range of art materials through a series Learning Tasks whilst exploring sculpture, painting, drawing and printmaking. Students will develop skills in planning and designing art works and documenting artistic practice. In addition, students will learn how to analyse the ideas and viewpoints that are expressed in artworks.

MUSIC

In Music, Students develop their skills as performers, composers and critical listeners. Students are introduced to a range of instruments, singing and music technology.

Topics covered include:

- Elements of music (pitch, rhythm, volume, silence, tone colour, texture)
- Musical journeys, including student compositions and orchestral music
- Electronic music composition in Soundtrap
- Instruments of the orchestra
- Music notation

Assessment will be based on:

- Group performances
- Written responses to music
- Composition and rehearsal process

INSTRUMENTAL MUSIC

Instrumental Music Tuition is offered to students of the College at all year levels. Instrumental Music is taught through a combination of small group lessons with a specialist teacher on the specific instrument and ensemble rehearsals before school. Students are also expected to regularly practise their instrument at home.

Each student follows an individual work program with opportunities for public performances and examinations. The College has a Senior, Intermediate and Junior Concert Band, Stage Band, Choir and Guitar Ensemble. Tuition is offered in Woodwind, Brass, Percussion, Guitar and Voice - with some instruments available for hire.

Highlights of Instrumental Music include the annual visiting Guest Artist program, the Talented Students concert and large combined band performances with other local schools.

Instrumental Music Tuition also provides a pathway to VCE Music Performance and tertiary music study.

COST: Fees for 2022 have not been set. In 2020 the charges were: Hire of instrument \$150 for the year. Tuition \$308 for the year.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

JAPANESE

At Wonthaggi Secondary College, we offer Japanese. Japanese is the official language of Japan, a nation of islands located in the East Asia region. Japanese is used for various purposes, including education, business and media communication. A feature of Japanese culture reflected in language use is the importance accorded to expressing humility and maintaining harmony.

Study

It is important to realise that it takes many years to become fluent in a foreign language and one of the very important parts of learning a foreign language is memorising new words and expressions, or, in the case of Japanese, a new written script. Students are expected to do 20-30 minutes three times a week covering memorisation of vocabulary, script and grammar.

While learning a foreign language is a demanding process, it can also be very rewarding and enjoyable if undertaken seriously.

Students will undertake their study by conducting simple conversations on a limited range of topics and producing written work focused on learning to read and write the hiragana script, although a small number of kanji (Chinese characters) are also included.

Topics studied are: Japanese writing systems; greetings; self-introduction; friends; family; town; after school activities; food and culture. This subject will also include learning songs, games and a general study of the Japanese people, their customs, lifestyles and country.

Assessment:

In addition to assessing set tasks, individual achievement will be reported using criteria from the Victorian Curriculum.

IT: DIGITAL COMMUNICATION

This Information Technology course aims to develop general computing knowledge as well as encouraging the development of problem solving skills to solve common computer related issues. Students will undertake units in word processing, spread sheeting, the history of computing and the Internet, as well as a unit in basic web page creation using HTML coding. Student will gain confidence in navigating our online platform including Office 365, and Compass, and learn how to safely and responsibly use these online spaces.

Assessment will be based on:

- Accuracy of information used in projects.
- Planning tools used in the creation of project work.
- Correct and appropriate use of program functions and tools.
- The efficient use of time in completing projects.

Students will achieve these outcomes through:

- Investigation of tools used in various programs.
- Design of projects using planning tools to achieve final product.
- Production using instruction/processes to achieve a set outcome.
- Evaluation of project to determine all set requirements are met.

MECHANISMS/SYSTEMS

The course in Mechanisms introduces students to a basic understanding in engineering and mechanics. Students gain an understanding in engineering structures and mechanical components. In this introductory course students build basic mechanisms and structures using Lego and projects involving a range of materials from which models will be made. Students develop an understanding of a design brief and will use investigation, design, construction, and evaluation skills developing a range of solutions to set problems. These components will include levers, pulleys, gears and engineering structures.

Assessment will be based on:

- practical results
- written evaluations on design and construction problems and solutions

Students will achieve these outcomes through:

- investigation into structures and mechanical components
- design of various structures
- production of models and structures from the design briefs
- evaluation of solutions to the design briefs

HEALTH EDUCATION

Health Education aims to

- promote attitudes and behaviours which contribute to personal and community well-being
- develop the ability to make decisions about personal and community health matters and to encourage students to take responsibility for such decisions
- provide accurate information about health and health-related matters
- develop an understanding of factors which influence the quality of life enjoyed by an individual or a community
- promote good health, fitness and a quality lifestyle

TOPICS INCLUDE THE FOLLOWING:

- Protective Behaviours / Resilience
- Harassment / Bullying : strategies to deal with it
- Being myself: personal values, peer pressure, individual rights and responsibilities, resolving conflict
- Developing essential social skills and improving social interaction
- Health issues related to basic hygiene
- Skin care and skin cancer
- Puberty and basic introduction to reproductive systems
- Fitness: fitness components, healthy active lifestyles
- Personal Health Reflection

Assessment is based upon student co-operation, contribution and responsibility within the group, as well as written work, topic tests, posters, research assignments and ICT based assignments.

In addition to assessing set tasks, individual achievement will be reported in relation to the Victorian Curriculum.

PHYSICAL EDUCATION

The Physical Education Program is designed to help each student to become a well-adjusted and co-ordinated person. This is achieved through a varied and challenging program, whereby individual potential is developed in a physical, mental, emotional and social capacity.

The practical activities will include: Fitness Testing, Fundamental Motor Skills, Invasion Games, Striking and Fielding, Gymnastics, Athletics, Badminton, Softball, Basketball, Cricket, Hockey, Netball, Table Tennis, Volleyball and Soccer.

- Each student will be assessed according to organisation, attitude, performance, knowledge of rules and strategies, teamwork and progress in practical sessions; and the completion of theory tasks where it may apply.

The study of English encourages confident communicators, imaginative thinkers and informed citizens. It is through the study of English that students will learn to analyse, understand, communicate and build relationships with others, with literature and with the world around them. Wonthaggi Secondary College's English Program seeks to also develop the understanding, attitudes and capabilities of our students through the study of literature and literary elements.

Film Study

Students will explore how a selection of literary devices have been used within 'The Secret Life of Walter Mitty'. Students will demonstrate their understanding by completing a variety of comprehension activities in response to the film.

Novel Study

Students will study 'The Simple Gift' by Steven Herrick as a class and these novels will be provided by the English department. Students will build on their understanding of the different literary elements while starting to learn about author's purpose. Students will complete a variety of creative tasks while reading 'The Simple Gift' and will write a text response essay upon completion of the novel.

Comparative Study

Students will compare and contrast 'Holes' with 'Hunt for the Wilderpeople'. Students will demonstrate their understanding by exploring the thematic similarities and differences between the two texts in a variety of formats. Students will also have the opportunity to creatively respond to both texts after completing their Comparative C.A.T (Common Assessment Task).

Critical & Creative Thinking

Students will use a range of thinking techniques to repurpose existing ideas and find solutions in new contexts. Students will apply a range of techniques to build personal arguments in response to a text and will use different thinking strategies to represent their ideas while synthesising new knowledge learned during this unit of work.

Homework

Students will be required to complete at least one book report per semester. Students may also be required to complete WordFlyers assignments as part of their homework throughout the year.

The Year 8 mathematics course covers the standard Year 8 Victorian Curriculum. The curriculum is grouped into approximately 10 topics per year studied sequentially spread evenly over the two school semesters. An additional topic is introduced during Headstart week at the end of the year in preparation for Year 9. Students use a combination of book work, computer tasks and hands on activities to develop their mathematical skills. They are expected to complete work set in class for homework regularly. Students are assessed at the end of each topic, their book work and computer tasks are used to moderate their grades. Students are encouraged to progress through these stages of mathematical skill development:

- Consolidation of skills from previous years
- Mastery of essential numeracy skills
- Understanding of new topics
- Proficiency in new topics
- Ability to tackle more challenging mathematical problems independently with confidence

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment. As per the Victorian Curriculum, Humanities consists of the four subject areas of History, Geography, Civics & Citizenship and Economics & Business.

In History and Geography, students explore the processes that have shaped and which continue to shape different 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. At the Year 8 level, students complete the Geography depth studies *Place & Liveability* and *Geomorphic Hazards*. In addition to this, they complete the History depth studies *Medieval Europe*, *The Renaissance*, *Voyages of Discovery* and *Feudal Japan*.

Economics and Business explores 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. At the Year 8 level, these topics are integrated into the above depth studies.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Semester 1

Students will use microscopes to investigate cells and living structures. They will explore how natural energy systems can be harnessed. Geology and the Earth's structures will be covered.

Semester 2

In this semester, students will investigate sound and light and explore the mechanism of hearing and seeing. They will be introduced to the periodic table explore the difference between chemical and physical properties. Transport systems in humans and plants will also be examined.

Japanese

For a number of years now DE&T has made the teaching of a foreign language compulsory. Studying a Language is therefore compulsory for all students in Year 8.

Learning a Language is a valuable and worthwhile experience. Australia needs people with an understanding of other languages and cultures. Knowledge of another language may assist with employment in the expanding areas of Tourism, Trade and Teaching. Knowing another language makes an overseas trip even more special and enjoyable. MANY TERTIARY COURSES OFFER A BONUS ON TERTIARY ENTRANCE SCORES FOR STUDENTS WHO GAIN A PASS IN YEAR 12 LANGUAGES.

JAPANESE

Students acquire communication skills in Japanese. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Our curriculum focuses on topics such as weekly activities, food, routines, telling time, school and hobbies.

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Year 8 all students will have the opportunity to participate in 2 practical and 2 theoretical units of Health and Physical Education per week. Content in these practical and theoretical components will be closely linked and successful completion will require effective involvement and the development of knowledge and skills in all aspects of the course. Individual achievement will be assessed according to standards set in the Victorian Curriculum.

The theory components will include Lifestyle Diseases, Drug and Alcohol Education, Games Conception, Relationships and Identity, and Sexual Education. Practical activities will include Fitness Testing, Invasion Sports, Games Conception, Net/Court Sports, Recreational Activities, and Minor Games.

Additionally, students will have the opportunity to select from a range of recreational activities in both Terms 1 and 4. Many of these activities will be run off campus and will aim to involve students in the wider community, with a focus on experiential learning.

DRAMA

Drama students are working in line with the Victorian Curriculum, two units per week for one semester.

They work together to represent, create, develop and communicate familiar and abstract ideas in short performance pieces. Students develop an understanding of the traditional style of mime and explore cultural diversity through Indigenous storytelling and movement.

Units include: Working Together, Movement, Sound & Voice, Improvisation, Role Play, Creating Characters, and Working with a Script.

Assessment is based on

- Workshop, performance and drama journal tasks.
- The ability to work individually and cooperatively in groups.
- The quality of dramatic ideas and finished work.

VISUAL COMMUNICATION

Students will be introduced to the fundamentals of Visual Communication Design and will explore a range of design element and principals within communication, environmental and industrial fields.

Students will explore a range methods, materials and media whilst exploring both 2d and 3d presentation formats.

Across major projects students will be exposed to creating brand identities, new products and architectural designs.

Students will also have the opportunity to compare different advertisements and show understanding of the way visual communications are made within particular social, cultural and historical contexts.

FOOD TECHNOLOGY

In order to make sensible and informed choices about food it is essential to have an understanding of why we need food, factors which affect our food selections, which foods are best for us and how to prepare them. This elective will build on the skills and knowledge previously gained concerning food selection and preparation for optimum health.

Assessment for this elective will include completion of workbook tasks, a design project, final test and weekly production grades.

Students participate in a double practical cooking class each week and a single theory class. A one off levy of \$40 is payable to cover ingredients.

PRODUCT DESIGN MATERIALS

This subject aims to develop an appreciation for a range of materials including Tin, copper, brass and acrylic and to introduce basic techniques and tools with an emphasis on safe workshop practices.

Students will be required to design and produce various projects with original decorative features

Assessment will be based on:

- The quality of construction and finish.
- The efficient use of time.
- Satisfactory completion of written work (eg. design, evaluation).

Students will achieve these outcomes through:

- Investigation into tools, equipment and designs for products
- Design of model before manufacturing
- Production – set and self-designed products
- Evaluation of the product and skill used in the classroom

CAD

The aim of this subject is to provide the students with an introduction to computer aided design (CAD) and computer aided machining (CAM). They will use Fusion 360 to generate three dimensional models that will be printed on a 3D printer. Students will follow a design process to develop ideas into final products. Students will be learning to draw on computers using Fusion 360 CAD drawing program. Students will also develop skills in these programs:

- Generate basic objects
- Generate complex objects
- Create and print orthogonal views of designs
- Develop the skills and knowledge required to prepare a CAD drawing for printing on a 3D printer
- Develop ideas, designs and drawings into physical objects that can be used
- Students will investigate 3D printing and its place in the world today.

CODING/ROBOTICS

Subject description to be finalised

YEAR 8 SEAL PROGRAM

ENGLISH

The focus in this subject will be on extending students beyond the usual Year 8 Curriculum. Students will develop skills, which enable them to competently use a range of strategies to plan, compose, revise and edit both written and spoken texts, which examine different perspectives on complex themes and issues. They will be required to apply these strategies to support their understanding and analysis of extended texts.

MATHS

SEAL students are taught mathematics at Year 9 level in Yr 8, which is, advanced by one school year. The one year advancement allows students to tackle senior mathematics subjects one year earlier than the main student body, allowing Year 11 and 12 mathematics subjects to be commenced during Year 10. The Year 8 SEAL course content is identical to the standard Year 9 course, however, there is a focus on high level thinking, problem solving and independent learning appropriate to the learning capabilities of SEAL students.

Students use a combination of book work, computer tasks and hands on activities to develop their mathematical skills. They are expected to complete work set in class for homework regularly.

Students are assessed at the end of each topic, their book work and computer tasks are used to moderate their grades.

HUMANITIES

This unit is an advanced Year 8 unit. Topics covered will be the same as those studied in Year 8 mainstream classes but the Achievement Standards met will be those of the Year 9 Victorian Curriculum.

SCIENCE

Science (SEAL) is an advanced level of study. The topics will be the same as those studied in Year 8 mainstream classes, but students cover these topics in greater depth.

JAPANESE

Students acquire communication skills in Japanese. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Our curriculum focuses on topics such as weekly activities, food, routines, telling time, school activities, hobbies, describing people and festivals. Language studies have a strong emphasis on metalanguage, vocabulary, grammar, and the functions of particles: including effects on meaning when manipulating grammar for complex sentence structure.



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