YEAR 7 & 8 HANDBOOK 2019

CONTENTS

INFORMATION

CORE SUBJECTS
The following subjects will be studied by all students for the whole year

ENGLISH ............................................................................................................................................. 8
MATHEMATICS .................................................................................................................................... 8
SCIENCE .................................................................................................................................................. 9
HUMANITIES ......................................................................................................................................... 10
LANGUAGE OTHER THAN ENGLISH: INDONESIAN ........................................................................ 11
HEALTH AND PHYSICAL EDUCATION ................................................................................................. 11
HOMEGROUP ......................................................................................................................................... 12

SEMESTER BASED ART SUBJECTS
These Units are taken over half a year (two terms)

VISUAL ART & DESIGN ............................................................................................................................. 13
PERFORMING ARTS – MUSIC .................................................................................................................. 13
PERFORMING ARTS - DRAMA .................................................................................................................. 14

SEMESTER BASED TECHNOLOGY SUBJECTS
These Units are rotated every semester (two terms). Students in Year 8 will do those technical units that were not undertaken during Year 7

AUTOMOTIVE / METALS & PLASTICS ................................................................................................. 14
WOOD ..................................................................................................................................................... 15
ELECTRONICS ......................................................................................................................................... 15
FOOD ...................................................................................................................................................... 15
**PRINCIPAL’S MESSAGE**

Welcome to the Year 7 and 8 Junior Handbook. For some of you this will represent the beginning of your son or daughter’s exciting journey through Kyneton Secondary College. For most young people (and their parents) this can be a time of both high expectation and some apprehension as they start at a different school, make new friends and meet new teachers.

At Kyneton, we are justifiably proud of our Junior Program. This program is designed to give our Year 7 and 8 students a strong sense of place and belonging with a well-structured curriculum designed to produce the very best of educational outcomes.

Our Junior Program emphasises the development of positive behaviours for learning, supported by respectful relationships that are nurtured in our inclusive and caring learning community. We have a Home Group system which supports the transition from primary into secondary schooling through providing students with a “home-base” classroom and a small team of dedicated teachers.

Our Home Group system helps to give our students a strong sense of consistency and security in those crucial early years at secondary school. Teachers work closely together to create exciting and engaging curriculum for classes in an environment where they can closely monitor their student’s academic progress and social development.

Please take the opportunity to get to know the Junior School Team responsible for your son or daughter. We are always happy to answer questions or address any concerns that you may have.

Best wishes

Ana Rees, Executive Principal

---

**CURRICULUM OVERVIEW**

From Years 7-10, Kyneton Secondary College offers a range of subjects from across the domains of the Victorian Curriculum. At Years 11 and 12, students may select either a pathway involving the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

There is an emphasis on providing students with learning opportunities appropriate to their interest and abilities. In Years 7 and 8, emphasis is placed on offering students a breadth of subjects. Alongside the core subjects of English, Maths, Science, Humanities and Health & PE, a series of ‘taster’ programs run in the Arts, Language and Technology areas to encourage students to widen their experience and diversify their learning. As students advance through the College they are given more opportunities to exercise choice in the subjects they undertake, beginning with ‘elective’ subjects in Years 9 and 10, leading in to wholly individualised programs in Years 11 and 12.

The Curriculum is provided principally through Domain Areas:

- English
- Languages other than English (LOTE)
- Health and Physical Education
- Technology
- The Arts
- Maths
- Humanities
- Science

Both Year 7 and 8 students are involved in programs to increase opportunities for them to become confident, creative and literate learners. The program builds essential skills, respects student contributions and actively engages them as co-designers of creative projects.

Year 8 students are also involved in ‘Live4Life’, a program designed to develop student understanding of mental health and well-being. This is supported as an award winning Macedon Ranges Shire Youth Project.

For most young people, Years 7 and 8 involve coming to terms with the move from primary to secondary school. In secondary school there are new friends to make, new teachers, new rules and responsibilities to learn, new books to read, new uniform requirements and new challenges.
CURRICULUM OVERVIEW CONTINUED...

The move to secondary school is often linked to a stronger sense of identity.

Many aspects of the curriculum offered at Years 7 and 8, including the ‘home group’ program, support students through this time of rapid change. Parents can also help their children think about what it means to be in this new environment and support them as they meet new challenges. To support families in doing this, the college runs a Year 7 Barbeque for new families to meet the teachers, and a Year 7 Maths and Literacy information night, where more specific strategies are outlined in terms of how to best help your child through their move in to high school.

VICTORIAN CURRICULUM

Since 2017 changes have been incorporated to align with the new Victorian Curriculum:

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Exploring and expressing or representing ideas; presenting and performing; responding and interpreting</td>
</tr>
<tr>
<td>English</td>
<td>Language, Literature, Literacy</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Movement and physical activity Personal, social and community health</td>
</tr>
<tr>
<td>The Humanities - Civics &amp; Citizenship</td>
<td>Government and democracy; laws and citizens; citizenship, diversity and identity</td>
</tr>
<tr>
<td>The Humanities - Economics and Business</td>
<td>Resource allocation and making choices; consumer and financial literacy; the business environment; work and work futures; enterprising behaviours and capabilities; economic and business reasoning &amp; capabilities</td>
</tr>
<tr>
<td>The Humanities – Geography</td>
<td>Geographical concepts and skills; geographical knowledge</td>
</tr>
<tr>
<td>The Humanities – History</td>
<td>Historical concepts and skills; historical knowledge</td>
</tr>
<tr>
<td>Languages</td>
<td>Communicating; understanding</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Number &amp; Algebra Measurement &amp; geometry Statistics &amp; Probability</td>
</tr>
<tr>
<td>Science</td>
<td>Understanding Science Inquiry skills</td>
</tr>
<tr>
<td>Technologies - Design and Technologies</td>
<td>Technologies and society; Technologies contexts; creating designed solutions</td>
</tr>
<tr>
<td>Technologies - Digital Technologies</td>
<td>Digital systems; data and information; creating digital solutions</td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td>Civics knowledge; and understanding Community engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Capability</td>
<td>Understanding concepts; decision making and actions</td>
</tr>
<tr>
<td>Critical and Creative Thinking Capability</td>
<td>Questions and possibilities; reasoning; meta-cognition</td>
</tr>
<tr>
<td>Intercultural Capability</td>
<td>Cultural practices; cultural diversity</td>
</tr>
<tr>
<td>Personal and Social Capability</td>
<td>Self-awareness and management; social awareness and management</td>
</tr>
</tbody>
</table>
BYOD
At Kyneton Secondary College, eLearning is considered an integral part of our student’s day-to-day learning. Access to appropriate computers or other electronic devices is central to this priority.

At Kyneton Secondary College we have a Bring Your Own Device (BYOD) policy for the classroom use of computers in the school. Students are able to bring their own laptop or netbook to school rather than having to purchase a specific device nominated by the school. Our expectation is that all students will have some form of computer or netbook device available for use in class.

This means families have the flexibility to take advantage of special deals being offered by various retailers or making use of a device that they already own, thus reducing the overall cost of the purchase and the need to manage multiple devices. When students are doing standard work in the classroom, they will use their own device. Where students need to make use of some high end tools, they will go to an ICT laboratory. Please refer to our list of BYOD Hardware and Software requirements on the range of devices and software suitable for classroom use available on the school website.

REPORTING PROCESS
In 2018, the College implemented a new continuous reporting system. This has increased the frequency of communication between teachers and families, as there are six reporting cycles through the year. The reports include information on student-set, subject-based goals, a student’s level of achievement and their effort and attitude during each reporting cycle. All results of major assessment items will be published to parents through the school’s online student management system, XUNO, and parents are encouraged to come to Parent-Teacher Interviews to discuss their child’s progress and strategies to support them through their schooling.

STUDENT PROMOTION & ATTENDANCE
We expect that all students will attend school unless there is a good reason, such as a medical condition. Research has shown that a lack of regular attendance is linked to poor academic results in students and poor connectedness to peers. If attendance is below 80% then promotion to the next year level may be compromised.

At Kyneton Secondary College, eLearning is considered an integral part of our student’s day-to-day learning. Access to appropriate computers or other electronic devices is central to this priority.

At Kyneton Secondary College we have a Bring Your Own Device (BYOD) policy for the classroom use of computers in the school. Students are able to bring their own laptop or netbook to school rather than having to purchase a specific device nominated by the school. Our expectation is that all students will have some form of computer or netbook device available for use in class.

This means families have the flexibility to take advantage of special deals being offered by various retailers or making use of a device that they already own, thus reducing the overall cost of the purchase and the need to manage multiple devices. When students are doing standard work in the classroom, they will use their own device. Where students need to make use of some high end tools, they will go to an ICT laboratory. Please refer to our list of BYOD Hardware and Software requirements on the range of devices and software suitable for classroom use available on the school website.

LITERACY PROGRAM
Literacy Development and Improvement Program
The College uses a number of different strategies with a strong evidence base. These include High Reliability Teaching Procedures devised by Professor John Munro to improve students’ skills, and High Impact Teaching Strategies based on the research of Professor John Hattie and Robert Marzano.

The literacy program is incorporated in the English program and focuses on explicit teaching of reading, writing, spelling, punctuation and grammar. It incorporates a phonemic awareness program that
develops students’ understanding of spelling rules and the connection between the sounds of individual letters and groups of letters. Phonemic awareness helps students to read unfamiliar words, which in turn helps them to understand unfamiliar text. This will enable students to read across all curriculum areas and develop their writing skills.

Students are assessed at the start of the year to identify their appropriate literacy level and their progress is monitored throughout the year.

Turning Pages at K.S.C. is a literacy intervention programme at Kyneton Secondary College. It particularly targets those students who come into the school at year 7 who are identified as having issues with reading and spelling. All year 7 students are assessed. Those who are identified as potentially benefiting from intervention are given intensive one-to-one literacy teaching programme. This can occur up to three times per week during class time. Students’ progress through the programme at their own pace, so success is assured for them. Once they have completed the programme, they are more able to fully participate in all mainstream subjects by applying the literacy skills they have learnt.

Classroom Literacy Procedures across the Curriculum
Kyneton Secondary College has a school-wide focus across all curriculum learning areas on literacy in recognition of its importance in successful academic outcomes. There are two ways in which this is implemented. Firstly, academic vocabulary is explicitly taught in all learning areas. Secondly, we use the 7 High Reliability Literacy Teaching Procedures, based on the research of Professor John Munro of Melbourne University. The seven procedures are: Getting Knowledge Ready, Vocabulary, Reading Aloud, Paraphrasing, Questioning, and Summarising & Review. These procedures help students in reading written text material in order to gain new knowledge and consolidate their understanding.

LIBRARY
The Kyneton Secondary College Library offers a comprehensive range of resources and services to support and enhance the curriculum and student learning. The library staff provide a welcoming and stimulating environment where students are encouraged to develop a love of reading and knowledge. Students are able to borrow up to four books at a time for a two-week period. Books can be renewed for a further two weeks if required longer.

Resources:
- An extensive range of fiction and nonfiction books to read, study and borrow
- Audio books
- A large teacher reference collection
- An extensive audio-visual collection and equipment
- Laptops, Computers, Internet and on-line resources
- Magazines for educational and recreational use
- Class sets of teaching resources
- Games and puzzles

Services:
- Promotion of literacy and reading for pleasure and knowledge
- Assistance with research enquiries
- Recommendations of suitable material to engage, entertain and educate for staff and students
- Instruction in the use of audio-visual equipment
- Laminating and binding
- Photocopying and printing including colour
- Competitions and activities throughout the year

SPECIAL PROGRAMS & SERVICES
WELFARE
Kyneton Secondary College has a dedicated Welfare Team who are linked in with local agencies such as Cobaw for student support if required. Promoting and supporting student wellbeing is a priority across all year levels. Students can access a range of support services and also join in a number of activities organised by our wellbeing team. We have a full time Welfare Counsellor working with individuals, small groups and class groups.

Restorative practice is a key focus to support students through issues and referrals are made where necessary to additional services for individual counselling. Our School Nurse is at the school two days per week running health programs and ensuring our students and staff are up to date with current information. We also have a school chaplain two days per week, providing another source of
support for students to talk through their experiences.

We have regular involvement with Cobaw Community Health, leading our Pride Crew to support diversity and also the MRSC Youth Team to run the Youth Mental Health programs. Students can access the doctors in Schools clinic for individual consultations on a Tuesday.

Our team arrange healthy treats such as Fresh Fruit Friday and support our breakfast club. They are active in arranging programs for online safety and respectful relationships.

We do our best to find positive approaches and teach students to support themselves and others. Further information regarding this important program is available from Home Group Teachers, Year Level Co-ordinators and the Welfare Officer.

**INSTRUMENTAL MUSIC PROGRAM**

Academic Music Program is offered to students in all year levels. This is an optional co-curricular activity to complement and enhance the core curriculum.

The college is able to offer highly subsidised and accessible lessons in flute, clarinet, saxophone and piano. We also offer lessons in guitar, bass, drums and voice (singing). Some instruments are also available for hire.

Learning an instrument is highly enriching, with many studies showing a correlation between musical activities and enhanced academic achievement. Playing music also offers students an opportunity to work on setting goals, committing to practice, developing technical and expressive skills, building confidence in performance and playing as a soloist or in a group. These skills can lead to participation in the VET Music program in the senior years, or simply to give students a relaxing and rewarding creative outlet through their high school years and in to life beyond school.

Students may also elect to join the college choir, which is run once a week at lunchtime, and individual teachers will also run small instrumental ensembles to suit the abilities of the students at the time. All students are encouraged to participate in performance opportunities.

**SPORT**

Sport at Kyneton Secondary College is about encouragement, participation, and success. The College prides itself on the success of sporting teams. Success is not only determined in terms of winning but also of bettering a personal time or improving on a team performance. Success is measured by striving to achieve personal or team goals.

College Sport enables students to develop further their physical and social attributes. Students have the opportunity to be introduced to new sports or further develop their ability in sports in which they are already involved. The College offers a broad range of individual and team level sporting activities, including more traditional sports such as football, netball, cricket, basketball, athletics, swimming, tennis, as well as, cross country and touch rugby. Kyneton Secondary College strives to create a sense of pride and school spirit through sporting involvement. Through College Sport students have the opportunity to compete against other schools at a regional and state level. Within the local region there is a number of inter-school sports days.

Students compete in the House Athletics and Swimming Carnivals in which there is equal emphasis on participation and achievement. Achievements are promoted through the local media, school assemblies, the College Newsletter, the College Magazine and the Daily Student Bulletin. Our ultimate goal is to make sport at Kyneton Secondary College an enjoyable experience for all staff and students.
ENGLISH
Duration – Full Year
Domain: ENGLISH
Dimensions: Reading, Writing, Speaking and Listening

Year 7 and 8 Curriculum Focus
Our junior English curriculum builds on from the learning students have experienced in their primary school education. Our English curriculum has been designed to enable the targeted teaching of reading and writing, thus providing the opportunity for all our students to grow. In the literacy component of English, students will focus on improving their knowledge and use of spelling, punctuation and grammar. Students will also share their wider reading experiences with their English teacher and classmates; thus ensuring they continue to make steady progress with the level of text they can comfortably read independently. Students will be taught a variety of reading strategies for fiction and non-fiction texts. These strategies are designed to assist students to initially develop a strong connection with the texts they are reading, and then facilitate a close analysis of the key ideas and language. Student writing focuses on developing their creative and persuasive writing skills. Their writing will stem from the texts they are studying in class. Students will also be taught strategies to deliver effective presentations to their classmates and teachers.

Areas of Study
• Language
• Literature
• Literacy

Each of the areas of study will involve the targeted teaching of reading, writing, speaking and listening.

Assessment Tasks
• Creative writing pieces
• Persuasive and text response essays
• Oral presentations to their class

MATHEMATICS
Duration – Full Year
Domain: MATHEMATICS
Dimensions: Number and Algebra, Geometry and Measurement, Statistics and Probability

Curriculum Focus Year 7
The Year 7 curriculum is based on the Victorian Curriculum guidelines. The curriculum is divided into three strands as listed above. Students are assessed through classroom tasks and topic tests. A variety of activities showing how skills can be used to solve unfamiliar practical problems are completed. Students use e-Learning programs like Mathspace to demonstrate their understanding of mathematical concepts and processes. All students should have a scientific calculator. The TI30XB multiview can be purchased through Haines Educational. The school code is kysc.

Areas of Study Year 7
Topics covered:
Number and Algebra – whole numbers, fractions, decimals, percentages, introductory algebra, linear equations
Measurement and Geometry – units of measurement, angles, parallel lines, two-dimensional shapes and their area and perimeter, three-dimensional shapes, the Cartesian Plane
Statistics & Probability – presenting data, interpreting data, outcomes of events

Assessment Tasks Year 7
• Skills (classwork, tests & assignments)
• Problem Solving and Projects

Curriculum Focus Year 8
The Year 8 Mathematics curriculum builds on concepts, skills and techniques developed in Year 7. Students continue to use e-Learning programs like Mathspace to demonstrate their understanding of mathematical concepts and processes. All students should have a scientific calculator. The TI30XB multiview can be purchased through Haines Educational. The school code is kysc.
Areas of Study Year 8

Number & Algebra – integers, decimals, percentages, profit and loss, algebraic processes, indices, linear equations, graphing linear equations

Measurement and Geometry – angles, polygons, similar figures, perimeter, area, volume, surface area

Statistics & Probability – data representation and interpretation, calculating probabilities, Venn diagrams, and tree diagrams

Assessment Tasks Year 8
- Skills – (tests, class work & assignments)
- Applying Skills – problem solving, projects

SCIENCE

Duration – Full Year
Domain: SCIENCE
Dimensions: Science knowledge and understanding
Science at work

Curriculum Focus Year 7
In Year 7 students develop experimental inquiry skills, learn to identify questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They plan experiments, identifying variables to be controlled. Students will also discover how to summarise data and construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions. Students will explain how evidence has led to an improved understanding of a scientific idea. Students explain how evidence has led to an improved understanding of a scientific idea. Students will discover how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society. Students will discover how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society. Students will employ a wave model to explain the properties of sound. Students will apply the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. They provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation.

Curriculum Focus Year 8
In Year 8 Science students build on the experimental inquiry skills developed in Years 7. Students identify and construct questions and problems that they can investigate scientifically and plan experiments, identifying variables to be changed, measured and controlled. Students will consider accuracy and ethics when planning investigations, including experimental methods. Students will develop their scientific language, representations and simple word equations to communicate science ideas. Students will discover how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society. Students will model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth.
Students also analyse the relationship between structure and function at cell, organ and body system levels. Pupils will compare processes of rock formation, including the time scales involved.

**Areas of Study Year 8**

- Science skills and measurement
- Chemistry: Elements, Compounds, Chemical Change
- Biology: Cells, Digestive, Circulatory and Respiratory systems
- Physics: Machines, Sound
- Earth & Space: Geology & Fossils

**Year 7 & 8 Assessment Tasks**

- maintain a notebook & log-book in which is recorded a complete and well-organised set of notes of lessons and class activities
- complete projects and assignments
- participate in class activities such as laboratory practical work and research
- exercises and excursions
- Topic tests

---

**HUMANITIES**

**Duration – Full Year**

**Domain:** HUMANITIES (Economics, Geography, History)

**Dimensions:**
- Economic knowledge and understanding, Economic Reasoning and interpretation
- Geographical knowledge and understanding
- Geospatial inquiry skills
- Historical knowledge and understanding
- Historical reasoning and interpretation

**Curriculum Focus**

Humanities consists of three strands of inquiry: History, Geography and Economy & Society. It examines how humans organize themselves into communities and states to form institutions and systems. Topics studied in Year 7 include: Ancient History, Deserts and the Asia Pacific region with a focus on cultural, geographic, economic and historical aspects of one of the following countries: China, India, Japan or Indonesia. Throughout the year current issues are also discussed. Topics studied in Year 8 include: Natural Disasters, Rainforests, The Law & You, Economics, and Medieval Europe. Throughout the year current issues are also discussed in class.

**Areas of Study Year 7**

At Year 7 students will be working on the following topics:

**History** – A study of history from the earliest human communities to the end of the ancient period. An overview and compulsory depth study identifies important features of the period 60,000 BC (BCE) – 650 AD (CE). This includes the theory that people moved out of Africa and migrated to other parts of the world including Australia. Two further depth studies include the Mediterranean World (Egypt, Greece or Rome) and the Asian World incorporating an option of either India or China.

**Geography** – There are two units of study in the year 7 curriculum for Geography: Water in the world and Place and liveability. Water in the world focuses on water as an example of a renewable environmental resource. Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability in Australia, the Asian Region and Europe.

**Economy & Society** – Students learn about the world of work, budgeting and planning their future.

**Areas of Study Year 8**

**History** – Students study history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Focussing on the way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society.

**Geography** – Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an
appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas. Students investigate environmental issues such as forest use and global warming.

**Economics** – Students learn about how to manage finances, marketing and its influences on people.

**Civics and Citizenship** – Students learn about key features of Australian democracy. They learn about the two houses of the Australian parliament and the ways that citizens are represented in the Senate and the House of Representatives. They compare the roles of federal and state parliaments. They learn about the general processes of elections in Australia. They consider the separate responsibilities of the three levels of government and the impact of each level on the daily lives of citizens. They develop understanding of aspects of political parties and their leaders, the role of the Australian Constitution, and the courts. They discuss examples in the media of people, laws, and issues concerning these features of democracy.

**Assessment Tasks**
- Maintain an organized workbook which contains notes and the set work
- Research tasks
- Written assignments
- Participation of visual & oral assignments

**LANGUAGE OTHER THAN ENGLISH: INDONESIAN**

**Duration:** Full Year

**Domain:** L.O.T.E.

**Dimensions:** Communicating in a LOTE Intercultural knowledge Language awareness

**Curriculum Focus**
The Year 7 Indonesian course covers the four language skills of listening, speaking, reading and writing. The curriculum is organised through themes and topics which provide progressive and cumulative opportunities for students to develop language and cultural understandings.

In Year 7, students are taught the basic geographical features of Indonesia and compare them to Australia in order to understand the implications they have on Indonesian and Australian lifestyles, attitudes and customs.

More emphasis is being placed on learning about and understanding culture through language, which requires intercultural knowledge and language awareness.

The Year 8 students begin to understand the cultural and historical context within which their language is based, and the links with other languages and dialects, and how and why the language is constantly evolving.

**Areas of Study Year 7**
During the year some of the topics will include: greetings, nationalities, numbers 1 – 100, family, describing oneself, time, school life, numbers in 100s and thousands, prices, and leisure activities.

Comparisons are made between customs and lifestyles between Australia and Indonesia in order to improve our understanding of both cultures.

**Areas of Study Year 8**
Topics covered include fruit and food, animals and the environment, school and getting around.

Cultural aspects are covered through discussion, mini-assignments, DVD’s videos and the Internet.

**Assessment tasks**
- Oral tasks
- Weekly spelling tests
- Cultural tasks

**HEALTH AND PHYSICAL EDUCATION**

**Duration – Full Year**

**Domain:** HEALTH AND PHYSICAL EDUCATION

**Dimensions:** Movement and Physical Activity, Health Knowledge and Promotion
Curriculum Focus
Students perform and modify movement sequences that demonstrate coordinated body actions in the core activities of swimming and athletics. They also adapt and implement strategies and tactics in a variety of skill activities and games designed to specifically enhance ball-handling skills. Their beliefs and understanding about fitness are evaluated through testing and through activities devised to improve personal fitness.

In Health Education students at Year 7 will spend time looking at peer & family relationships, conflict resolution, bullying & assertive behaviour. They also examine the health effects of smoking, the changing body during adolescence and the health effects of consuming energy and soft drinks.

At Year 8 issues are identified, discussed and evaluated in the area of body image, self-esteem, sexuality such as contraception and sexually transmitted infections, drug and alcohol issues and the role of media in influencing ideas of appropriate sexual relationships.

Areas of study
- Respectful Relationships
- Water & Safety
- Fitness & Athletics
- Sports & Games
- Smoking
- Puberty & Body Image
- Safety
- Personal and Peer Relationships
- Assertiveness & Bullying
- Self Esteem
- Conflict Resolution & Decision Making
- Health Issues
- Nutrition
- Drugs

Assessment Tasks
- Participation in practical sessions, group work, discussion
- Motor skill tests and performance of movement sequences
- Complete set class work, homework and research assignments and topic tests

HOMEGROUP
Duration – Full Year

Curriculum Focus
Each Home Group is led by the Form Teacher and is for 1 period per week. An emphasis is placed on group cohesion, team building and personal growth.

Areas of study Year 7
Areas of study may include:
- Cooperative team/group skills
- Friendships
- Thinking Skills
- Personal Identity
- Family
- Decision Making
- Sexuality
- Rights and Responsibilities
- Safe Living
- Community Health Issues and Programs
- Personal organization

Areas of study Year 8
Students will continue the Home Group program from Year 7 and build on the areas already covered.

They will also cover the following areas:
- Note taking and study techniques
- Decision making
- Friendships
- Mental Health
- Goal Setting
- Live4Life Program

Work Expectations
- Participation
- Group Work
**VISUAL ART & DESIGN**

Duration – Semester

**Year 7 Curriculum Focus**

Students will explore both art and design using methods such as drawing, painting, printmaking, digital media, textiles and sculpture. Students will work collaboratively and also independently to develop their ideas, source inspiration and reflect upon their own creative choices. Art and design work from various cultural and historical contexts will be explored and evaluated.

**Areas of Study**

**Art:**
- Developing drawing skills, considering form, line, proportion, and texture
- Creating painting skills and applying colour theory knowledge
- Producing a 3-dimensional work that is reflective of a chosen style or historical art movement
- Creating links between their understanding of art elements and the multitude of ways they are manipulated by artists to communicate ideas
- Looking and discussing work from a range of times, places and cultures.

**Design:**
- Developing drawing skills using a range of media and methods
- Learning how design elements & principles are used in design.
- Discovering the way perspective drawing works to create 3-dimensional forms
- Learning to use technology to explore and evaluate sources of inspiration.

**Assessment Tasks**
- Folio of two dimensional and three dimensional work
- Visual diaries demonstrating exploration of ideas, materials and techniques
- Exploration and evaluation of a range of art and design work

**Year 8 Curriculum Focus**

Students explore both art and design while working independently and collaboratively to communicate their ideas. Students learn the process of design; planning, designing, improvising, interpreting, evaluating, and making and presenting work. Students will use a range of materials, methods and technologies to express their imaginative and creative thinking. Students explore the work of contemporary and historic artists and designers.

**Areas of Study**

**Art:**
- Making artworks in a range of art styles, including Cubism, Pop Art, and Street art
- Exploration of Cubism and the ’still life’ genre using cut paper, charcoal and graphite.
- Creation of an original cartoon character through a design process
- Street Art and stencil making.

**Design:**
- Exploration of design elements through a range of small, focussed tasks
- Development of a logo design
- An introduction to instrumental drawing
- Designing and producing a t-shirt screen-print

**Assessment Tasks**
- Folio of two dimensional and three dimensional work.
- Visual diaries demonstrating the exploration of ideas, materials & techniques.
- Exploration and evaluation of a range of art and design work.

**PERFORMING ARTS – MUSIC**

**Curriculum Focus**

The aim of music at Kyneton Secondary College is to open the world of music up to year 7 and 8 students through practical music activities. Students will study the following standards:
- Proficiency and progress in playing simple pieces for guitar and keyboard
- Demonstrated elementary knowledge of music theory
• Maintenance of notebook over the course of the semester

KSC Music: Of the 3 periods per week in this subject, two sessions are spent on practical music making and one is allocated for music theory. Students will participate in the following activities:

Areas of Study and Assessment

• **How to read music**: Students are taught key musical knowledge and skills and participate in practical music making activities. They are assessed on their ability to demonstrate musical knowledge & skills through practical activities and short tests.

• **Finding out about music**: Individual students research a range of musical styles and artists and produce a music poster of an artist or style that appeals to them.

• **How to play keyboard and guitar**: Students learn basic keyboard and guitar skills through class tuition. Assessment is based on music performance.

• **How to make your own music**: Garage Band, This unit teaches students how to compose their own music using digital music technology.

• **Your personal project**: Students bring their own songs to the class and work with classmates to perform their own versions.

**PERFORMING ARTS - DRAMA**

**Duration – Semester**

**Curriculum Focus**

In Drama, students develop skills in teamwork, confidence and trust as well as creating characters, stage craft and improvisation. Students explore performance ideas, develop performances and analyse dramatic works. Topics include self and body-awareness, identity and personality, improvisation and preparation of scripts.

Students are required to participate in group works, develop critiques, keep a journal of class activities and actively participate in whole class and small group performances.

**Areas of Study**

• Improvisation

• Body work and Movement Skills

• Character Development

• Development of different types of performance

**Assessment Tasks**

• Journal of workshops and reflections

• Group / Individual creative work

• Analysis of performances

• Performance of items in front of an audience

**AUTOMOTIVE / METALS & PLASTICS**

**Duration – Semester**

**Curriculum Focus**

Students undertake the “Design, Production and Evaluation” process in the fields of Automotive and Metals and Plastics. The students complete this through projects based around the specific areas and spend a large amount of time completing practical tasks.

The Automotive project requires students to design and construct a working electric drag car while learning and implementing basic mechanical principles. The metals and plastics class requires students to construct a pot plant holder and key chain using various materials.

**Areas of Study**

• Safe workshop practices

• Using the various mechanical components of the motor car to introduce students to theoretical and practical operation of systems such as gearbox, ratios, and electrical systems.

• Speed vs Acceleration

• Investigation of the characteristics of metals and plastics as suitable materials for the designed project

**Assessment Tasks**

• Practical activities

• Investigation/research/Design

• Design folio, class work
WOOD
Duration – Semester
Curriculum Focus
Students will be constructing simple wooden models using accepted workshop practice. They will also learn basic wood working processes using hand and machine tools and complete a workbook. Students investigate wood and its uses and learn to produce sketches and final drawings for their own models. Once the student has finished their model they will evaluate the standard of finish and progress using their original design brief. There will be several classroom competitions that incorporate learnt skills in the classroom.

Areas of Study
• Using tools and materials in a safe manner
• Designing, producing and evaluating projects using wood as the major material used in construction
• Knowledge of the principles of using wood

Assessment Tasks
• Production Items
• Workbook – design folio
• Investigation

ELECTRONICS
Duration – Semester
Curriculum Focus
Students investigate basic electronic circuits and components. They will study the electronic components that are used in robotic toys. Students will also learn to draw 3D objects using CAD software suitable for use in 3D printing. They build a number of projects, all of which are assessed. They are expected to demonstrate safe workshop behaviour, correct and appropriate tool use and general good workmanship. Students evaluate their product and progress from their original design brief.

Areas of Study
• Safe workshop practices, design constraints and considerations and practical fault finding
• Producing electronic systems using basic construction techniques including use of printed circuit boards
• Theory of electronics and component identification
• Investigating and evaluating electronic systems
• 3D Drawing and printing

Assessment Tasks
• Production of all set models and projects to an acceptable standard
• Investigation/research projects
• Design folio containing all class notes, design briefs, planning details, construction work

FOOD
Duration – Semester
Curriculum Focus
This unit is designed to introduce students to the kitchen and the preparation of simple recipes. Students will look at safe food handling practices while learning to produce a range of sweet and savoury recipes. Students will develop knowledge of nutrition and its relationship to good health. They will be introduced to the design process and use it to design, produce and evaluate simple recipes.

Areas of Study
• Safety in the kitchen
• Safe and hygienic food production
• Weights and measures
• Food and nutrition
• Making healthy food choices

Assessment Tasks
• Investigation
• Design
• Production
• Evaluation
Kyneton Secondary College is committed to building a Learning Community, based on positive relationships and a strong work ethic, where people are able to realise their potential in a safe, caring, stimulating and sustainable environment.

**OUR VISION**

We work in partnership to own our learning, engaging with the wider community and preparing students for their futures as responsible, successful adults. We strive for excellence, developing confidence and embracing diversity in a respectful, sustainable environment.

Student learning is our core business. Our students are the focus of everything we do, the conversations that we have and the priorities that we identify and undertake.