



Salesian College  
SUNBURY

**SAVIO CAMPUS**

Subject Selection  
Handbook **2019**

| Year 7 & 8 |



# INTRODUCTION

This Handbook provides a comprehensive outline of the Subject Selections available for students in Years 7 and 8 within the Savio Campus at Salesian College, Sunbury for 2019.

Elective selection for Year 7 and 8 2019 will be undertaken online. Students and Parents will be informed via email of the selections in late November.

Our goal is to set students up for success and academic excellence which will lead to a successful future beyond our school environment.



# YEAR 7 & 8 PROGRAM OVERVIEW

## THE VICTORIAN CURRICULUM

2017 saw the introduction of the Victorian Curriculum across all learning areas in Years 7 to 10. The Victorian Curriculum outlines what is essential for all Victorian students to learn for F-10 and replaces the AusVELS curriculum used in 2016.

The Victorian Curriculum has been developed to provide a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Victorian Curriculum includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum. These capabilities have been embedded where relevant and appropriate in each learning area and can be viewed explicitly in the curriculum online. They are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

These capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area, will assist students to live and work successfully in the twenty-first century.

The Victorian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With this in mind, the curriculum gives special attention to three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

The knowledge and skills that students are expected to develop about Aboriginal and Torres Strait Islanders histories and cultures has a particular and enduring importance and assists students to understand the uniqueness of these cultures and the wisdom and knowledge embedded in them.

An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital. It also builds understanding of the diversity of cultures and peoples living in Australia, fosters social inclusion and cohesion, and is vital to the prosperity of Australia.

Education for sustainability develops the knowledge, skills, values and global perspectives necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is future-orientated, focused on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.



# YEAR 7 PROGRAM SUBJECTS

## Core Subjects

Semester One and Two

Religious Education

English

Humanities

Mathematics

Science

Health and Physical Education

Languages Education or BOOST (invitation only)

**Electives** - Choose 2 different subjects per Semester (total of 4 per year)

Agriculture  
Applied Mathematics  
Dance  
Drama  
Food Studies: Food Glorious Food  
Information Technology  
Literacy Support (invitation only)  
Literature  
Media Art Design (MAD)  
Music  
Numeracy support (invitation only)  
Robotics  
Textiles  
Woodwork



# ENHANCEMENT PROGRAM

The Year 7 Enhancement Program provides an opportunity for students to undertake their studies in English, Mathematics, Religious Education, Science and Humanities through an integrated, project-based learning approach.

Studies in these subject areas will be focused on solving real-world problems on a global and local scale. Students will be expected to engage with complex content and will be required to regularly present their work to a range of different audiences.

The program is designed for those students who demonstrate high levels of achievement in literacy, numeracy, creative and critical thinking, collaboration and communication, and students will be invited to participate based on an application process.

To ensure this is a suitable program for the student, participation is by invitation only and cannot be “chosen” as a subject option.

## RELIGIOUS EDUCATION

Religious Education has both a spiritual and intellectual dimension. As well as fostering spiritual development, Religious Education involves learning about our Catholic Tradition. Students will be assessed explicitly on the knowledge and understanding they have gained.

### SEMESTER 1:

The Guiding Vision of Don Bosco - Students study the life of Don Bosco and how his vision continues to inspire Salesian College, Sunbury. Students become aware that each member of the Salesian family has a role in carrying out Don Bosco’s vision.

The Structure of the Mass and the Celebration of the Eucharist – Students undertake an in-depth study of the Structure of the Mass, carefully examining its various parts and symbols as well as undertaking an examination of the role of the Priest. In this unit close attention is paid to the Celebration of the Eucharist and its role as the central Sacrament in the life of the Church.

### SEMESTER 2:

Exploring the Structure of the Bible – The students develop an understanding of the basic structure of the Bible and how and where to locate given texts. The students deepen their knowledge and awareness of the Hebrew Scriptures and how God reveals himself through scripture. Close attention is given to significant texts and Biblical characters, with the aim of understanding that the story of Israel’s people helps future generations to deepen their understanding of God.

The Living Church Revealed – Students gain an understanding of the hierarchical structure of the Roman Catholic Church headed by the Pope. Students learn that each member of the Church is called to holiness and service, and gain an understanding of how Catholic parishes operate.



# ENGLISH

In accordance with the Victorian Curriculum, students study a range of print and non-print texts including film, poetry and a novel study. Class work and extended tasks based upon these texts include comprehension, discussion and verbal and written responses.

Students will complete several writing folio pieces and undertake a wide reading program culminating in an oral report to the class.

Language skills are developed through regular spelling, grammar and creative writing activities. English is assessed in the three dimensions of Speaking and Listening, Writing and Reading.

## Humanities

### Civics and Citizenship

Students explore the values central to a democracy in Australia, gaining an understanding of the rights and responsibilities of citizens in an inclusive, multicultural society and how this is lived out.

### History

The Year 7 Humanities course provides a study of history from the middle to the end of the ancient period. Students study two ancient societies; Ancient Rome and China in depth.

### Geography

Students investigate the concept of place and livability. Integral to this is an understanding of the geographical concepts of distance, scale, mapping conventions and interpretations.

### Economics and Business

The economic framework examines aspects of the fundamental principles of resource allocation and making choices. It further explores aspects of consumer and financial literacy from a social and ethical lens.

## Mathematics

At Salesian College Sunbury we teach Mathematics to provide students with essential mathematical skills and knowledge.

Year 7 Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provide the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics is taught using the four proficiencies of understanding, fluency, problem-solving and reasoning, as described by the Victorian Curriculum. In Year 7 Maths, we utilise Maths Pathways to assess against the achievement standards described by the Victorian Curriculum. Maths Pathway creates an individual learning experience for every student, targeting their zone of proximal development.

This is done by encouraging good learning practices through individual feedback, setting goals and by fostering independent learning skills. Maths Pathways allows for a focus on a growth mindset allowing students to take ownership of their maths learning.



Maths Pathway enables students to fill gaps in their learning, as well as build on existing knowledge – therefore every student gets the opportunity to see growth and experience success.

This model provides teachers with the framework to effectively implement evidence-based strategies, which results in increased self-efficacy amongst students and measurable growth in student learning outcomes. These strategies include;

- Differentiated lessons for every student
- Regular one-on-one feedback sessions
- Small group instruction
- Regular rich learning and project work

Areas of Study that students may complete as part of Maths Pathways include.

- Integers
- Fractions
- Algebra
- Measurement
- Angles
- Probability
- Decimals
- Percentages

## SCIENCE

In Year 7 Science, students engage in project based learning activities. The Sunbury property is used extensively, particularly in the biological science topics where students have the opportunity to predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms, based on observable differences.

The Chemistry topic requires students to discover the techniques to separate pure substances from mixtures.

During the Physics topic, students study forces as they represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. The Earth Sciences topic encourages students to explain how the relative positions of the Earth, Sun and Moon affect phenomena on Earth. They also analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.

The skills students develop include identifying questions that can be investigated scientifically, planning fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how safety is considered when in use.

Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.



# HEALTH & PHYSICAL EDUCATION

## Physical Education

The major focus of this unit is skill acquisition and development. Students engage in a range of activities, which require a wide range of skills to identify strengths and weaknesses, improve performance and increase fitness

## Health Education

Health Education explores the issues that affect students and involvement in physical activity. Students study the topics of Active Lifestyle, Health Issues (smoking, puberty) and Water Wise. The course also examines decision-making processes and how to access and respond to risk situations. Students use a range of mediums to investigate these topics such as project work, assignments, media review and case studies.

## Units Of Study

**Aquatics:** Students are introduced to water safety concepts, survival techniques and the role of aquatic forces in stroke development proficiency.

**Athletics:** Students develop an understanding of the biomechanical principles in various track and field events.

**Fundamental Movement Patterns:** Students develop and demonstrate sequential progression in the achievement of sports skill proficiency in kicking, throwing, catching, hitting and running.

**Hand Ball Codes:** Students develop skills associated with throwing, catching, shooting, and defending. Students also develop an understanding of the rules and equipment of the activity.

**Outdoor Education:** Students develop basic skills and an appreciation of safety issues associated with activities outdoors. Students are introduced to outdoor equipment, during their study of orienteering and other outdoor related activities.

**Football Codes:** Students develop their skill of passing, receiving, specific offence maneuvers and defending in the activities of Soccer and Mini Touch. Students develop a knowledge and understanding of the rules, and equipment for safe participation.

**Bat and Ball Codes:** Students further develop throwing, pitching, batting and catching skills. Students learn about the rules and apply them in a game situation.

**Fitness Testing and Analysis:** Students are tested to identify their level of performance in specific fitness components. Students evaluate their performances and prepare areas for improvement or maintenance. The results are then used as a comparison for testing in each semester.

**Human Movement:** Students develop their human movement skill and coordination through various activities such as gymnastics, dance and modified sports.

**Journal:** Students complete a written journal on theoretical components. Students complete text activities, media reviews and research assignments during the completion of the theory components.



# LANGUAGES EDUCATION

Students choose one language to study for the entire year in Year 7 which continues into Year 8.

If your child is selected and offered a place in BOOST or MASTERCLASS, they will be withdrawn from the Language electives. Both are two year programs and will provide greater support in both areas over Years 7 and 8.

Learning a language broadens students horizons about the personal, social and cultural opportunities that are available in an interconnected world.

The Language Curriculum aims to develop the knowledge and skills to ensure that students:

- Communicate in the target language
- Develop intercultural capabilities
- Understand themselves as communicators

“One language sets you in a corridor for life, two languages open every door along the way.”

## Italian

This unit is designed to provide students with basic grammatical and oral structures in the Italian language and knowledge of Italy’s geographical and cultural features. The course will give students a basic understanding of Italy’s geographical position in Europe, awareness of key geographical features including major cities and regions, and an historical perspective on Roman mythology.

Through various activities students will develop intercultural understanding and an appreciation of other cultures. Students will learn basic greetings, describe how people are feeling and socialize with others to exchange information about self, family and friends. If you choose to study Italian in Year 7, you will continue to study the same language in Year 8.

## Japanese

Japan is a country with a unique culture and history. Although quite different from Australia, the economic and social relationship between the two countries grows ever stronger.

This subject aims to generate cultural sensitivity as well as language competency. Studying culture introduces students to the link between socio-cultural knowledge and language. The cultural component consists of Japan’s geographical features, daily lifestyle, history and Sumo.

Emphasis is placed on the Hiragana writing system and basic greetings. If you choose to study Japanese in Year 7, you will continue to study the same language in Year 8. If you choose to study Japanese in Year 7, you will continue to study the same language in Year 8.



## **BOOST**

BOOST is a program designed to improve literacy knowledge and skills. It gives students the opportunity to learn and develop strategies which then need to be transferred to all other learning areas.

Students participate in 3 classes a cycle. All learning incorporates Building Learning Power with a focus on spelling, reading and writing. Students undertaking this subject will not study a language.

To ensure this is a suitable program for the student, participation is by invitation only and cannot be “chosen” as a subject option.

## **MASTERCLASS**

MASTERCLASS is a two year program where students attend the Learning Strategies classroom for 3 periods per fortnight with the focus of the program being the transition to secondary school, the development of social skills at school, and developing homework and organisational skills. These students do not study a language.

To ensure this is a suitable program for the student, participation is by invitation only and cannot be “chosen” as a subject option.

## **ELECTIVES**

Salesian College, Sunbury offers a diverse range of subjects at Year 7. This allows students to experience specialty areas of learning that may have previously been unfamiliar to them.

Alongside our core subject areas, we also offer an elective program where students can choose subjects from a specialised area. This group of subjects will help students to either pursue a particular area of interest or further develop current skills and knowledge.

Students are to choose 2 different elective subjects per Semester (i.e. 4 per Year). Choices should be based on the student’s interest in the subject. Every effort will be made to ensure the student’s request for electives will be met but must be understood that classes cannot be established if demand is insufficient.

## **ELECTIVE: AGRICULTURE**

Students will engage in a number of hands on activities associated with growing and producing food.

Students will consider the requirements for life and the purpose of agriculture in order to feed a growing population.

They will use the Salesian College Farm to investigate ways different plants grow, and develop rich inquiry skills as they discover new technologies so that certain foods can be available all year round.

The students will also develop skills in data collection and interpretation as they monitor the growth requirements of lambs and piglets in preparation for sale.

They will investigate the concept of sustainability and how farms can operate in an environmentally friendly manner.

## **ELECTIVE: APPLIED MATHEMATICS**

Applied Mathematics is designed to extend those students with a passion for Mathematics by taking Maths concepts out of the classroom and into the real world.

Students will use problem-solving strategies to explore well-known mathematical mysteries as well as issues that affect our community. They will engage in high-level thinking designed to extend their analytical, reasoning and critical thinking skills.

This course does not duplicate the content in the core Mathematics curriculum and is intended to challenge those students already confident in core mathematical processes.

## **ELECTIVE: DANCE**

This unit provides students with an introduction to the study of movement through the exploration of dance styles, choreography and the body as an expressive tool.

There are 4 main components:

- The physical exploration of the body as an instrument of expression;
- Musicality, rhythm and listening skills;
- An appreciation of the history, development and other aspects of dance styles;
- The development of the confidence required to enjoy performing.

Students learn basic 'safe dance' in Warm ups/ cool down, movement combinations and dance routines choreographed by the teacher.

Students will be introduced to basic choreographic skills by choreographing movements at the end or beginning of routines as well as in short dance movement phrases.

The students are required to complete an assignment using research and information technology skills based on a dance style of their choice.

Students will study a variety of dance styles that range from Rock 'n' Roll, Hip Hop, Classical, Funk, and Break Dancing. They will perform a class routine choreographed by the teacher that is performed at an end of semester recital.



## **ELECTIVE: DRAMA**

The Year 7 course provides students with an introduction to the study of valuable drama knowledge and skills including -

- Expressive and performance skills
- Dramatic and narrative elements
- Theatre styles from around the world
- An appreciation and understanding of different cultures and how they express their beliefs and values
- Improvisation skills
- Scripting and general literacy skills

Students will engage with scripted works as ensemble groups to learn playmaking skills such as rehearsal, improvising, characterising and refining. Students will also devise and present ensemble work using a variety of performance styles including Greek Theatre and genres of Comedy.

Students will learn valuable skills working collaboratively, creatively and engaging in critical thinking and problem solving activities across the semester.

## **ELECTIVE: FOOD STUDIES**

The Year 7 Food studies course introduces students to the wonderful world of food, nutrition and hygiene and safety in the kitchen. Through both theoretical and practical components, this course aims to develop life skills, an interest in food, and a basic understanding of the nutrition knowledge required to lead a healthy lifestyle.

Students will develop the skills and techniques to work safely and hygienically in the kitchen. They will study the food groups found in the Australian Guide to Healthy Eating, and make informed food choices that will lead to a healthier lifestyle. Through the engagement with basic design briefs, students will create design solutions in response to individual food needs. They will create and adapt design ideas that are supported by the principles of the Australian Guide to Healthy Eating.

## **ELECTIVE: INFORMATION TECHNOLOGY**

Information Technology aims to provide students with a range of tools and techniques designed to assist students to represent, classify, organise and develop information products and information concepts.

Common software tools which process and present data such as spreadsheets and presentation software are used. Students also use graphical development software which enables them to learn important strategies for solving problems, designing projects, and communicating ideas.

Finally, students examine issues related to digital citizenship which include Cyber safety and the protocols for using technology in a contemporary online world.

Learning Activities will be based on activities that students undertake within their discipline-based studies of the VELS curriculum (English, Math's, Science, etc.).



## **ELECTIVE: LITERACY**

This subject is designed to provide greater assistance to students that require it, and is designed to support those who are not meeting National benchmarks in literacy.

Literacy presents those aspects of the Language and Literacy strands of the English curriculum that should be applied in all other learning areas.

In this subject, literacy skills and dispositions will be explicitly taught and then applied across a range of different curriculum areas. Specific knowledge and skills to be developed will focus on comprehension (listening, viewing and reading) and composing (speaking, creating and writing) so that students are better equipped to understand learning area content and communicate that understanding effectively.

To ensure this is a suitable program for the student, participation is by invitation only and cannot be “chosen” as a subject option.

## **ELECTIVE : LITERATURE**

Literature aims to develop an appreciation of literature through the study of texts that explore complex ideas about our world.

It is designed to enhance the analytical and critical thinking skills of high achieving students with a passion for reading.

Students will participate in close study of texts and explore the craft of writing. Through this, they will develop a range of valuable dispositions that will help them reach their full potential. These include the ability to analyse, write with fluency and engage in respectful and constructive discussions.

Students who wish to undertake Literature in the senior years will gain great advantage from skills taught in this subject.

## **ELECTIVE: MAD**

An introduction to Media, Art & Design

Learning about visual representations and storytelling through drawing, photography, moving images and the appropriate “respond and interpret” language required.

Students will be engaged with topics and learning activities which can include:

- Creating a DVD cover or poster for a computer game, book or movie through a design process
- Experiment and create a short film and/or clay-animation to structure stories through settings, genre conventions and viewpoints, in images, sounds and text using appropriate editing software.
- Using the theme of storytelling, students can investigate and create an art work with a range of mediums, such as paint, water colour and pastels to create their own story.



## ELECTIVE: MUSIC

In Year 7 Music, students will learn to play an instrument and perform in a class band. They will select an instrument, receive an instrument to take home, and have the opportunity to undertake instrumental lessons with a specialist tutor.

Students rehearse music, and develop music reading and writing skills. Students use music technology and Garage Band to re-mix and create their own music.

Students learn to play a concert band instrument as well as guitar and singing, culminating in an end of semester concert for family and friends.

Music enriches students' lives by providing:

- An opportunity to develop potential
- An avenue for creativity and self-expression
- Team work skills and self esteem
- A unique avenue to succeed at school
- Learning to play an instrument contributes to intellectual and cognitive growth through the development of skills, techniques and processes

## ELECTIVE: NUMERACY

Numeracy is designed to provide greater assistance to students that require it and is designed to support those who are not meeting National benchmarks in numeracy.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations.

In this subject, students will be provided with learning experiences and opportunities that support the application of student's general mathematical knowledge and skills. They will learn about the language of numeracy and gain confidence in applying their mathematical knowledge across a range of learning areas.

To ensure this is a suitable program for the student, participation is by invitation only and cannot be "chosen" as a subject option.



## **ELECTIVE: ROBOTICS**

The aim of this course is to give students the opportunities to engage in new and emerging technologies. The emphasis is on robotics and building the foundation for basic programming skills.

Through inquiry and investigative based learning, students will engage with robotics, electronic sound synthesizers and coding.

Students will be given the opportunity to complete projects by transitioning through four key project phases; design, prototype construction, testing and implementation/final delivery.

## **ELECTIVE: TEXTILES**

Offering an engaging introduction to Textiles and design with multiple mini projects that will build students practical skills and give them instant gratification.

The unit will be aimed to inspire and engage students by letting them explore their creativity so that they are excited to continue with Textiles in the future.

## **ELECTIVE: WOODWORK**

In an increasingly technological and complex world, it is important students develop knowledge and confidence to investigate and respond creatively to basic design challenges. These skills play a crucial role in both enriching and transforming students understanding of design and its impact on society.

In the Design and Technologies curriculum, students create designed solutions for identified problems, using timber as their main resource.

In this study area, students work on a project from conception to realisation. They apply design thinking and design processes to investigate ideas, generate ideas, produce a product and evaluate the solution. They develop a sense of pride, satisfaction and enjoyment from their ability to create a project they have designed.

Through the practical application of working with timber, students develop dexterity and coordination. This subject offers students a broad range of learning experiences, readily transferable to their home, life, leisure activities, the wider community, and to work.



# YEAR 8 PROGRAM SUBJECTS

## Core Subjects

Semester One and Two

Religious Education

English

Humanities

Mathematics

Science

Health and Physical Education

Languages Education or BOOST (invitation only)

**Electives** - Choose 2 different subjects per Semester (total of 4 per year)

Art  
BOOST enrichment (invitation only)  
Creative Digital  
Dance  
Digital Technology  
Drama  
Food Studies:Meal Time  
Literature  
Music  
Textiles  
Woodwork



# YEAR 8 PROGRAM

## RELIGIOUS EDUCATION

Religious Education has both a spiritual and intellectual dimension. As well as fostering spiritual development, Religious Education involves learning about our Catholic Tradition. Students will be assessed explicitly on the knowledge and understanding they have gained.

### SEMESTER 1:

#### **Background to Gospels and Parables**

In order to understand Jesus' life and teachings, students examine the social, political and geographical structure which made up Jewish society in his time. Using this background as a basis they analyse the literal and metaphorical meaning of Jesus' parables.

#### **Early Christian Communities**

Students examine the way the early Christian Communities lived out the message of Jesus. They also study the life and teachings of Paul and the influence he had on these communities.

### SEMESTER 2:

**Participating in the Life of the Church** – The focus is on participating in the life of the Church by looking at the ritual and symbols involved in the Sacraments of Initiation. Students also look at what makes a Parish and how they belong to the Church.

**Ways of Being Catholic** – In Term 4 the focus is on the ways of being Catholic. This is done by looking at Catholic beliefs on 'Life and Death', comparing the Eastern Orthodox to the Roman Catholic traditions, and our experiences of good and evil.

## ENGLISH

Religious Education has both a spiritual and intellectual dimension. As well as fostering spiritual development in accordance with the Victorian Curriculum, students study a range of non-print and print texts including short stories and a novel study. Study of the various text types will involve discussion and verbal responses as well as the development of a writing folio containing imaginative writing and more formal essay writing.

Students will be encouraged to undertake wider reading on their own.

English is assessed in the three dimensions of Speaking and Listening, Writing and Reading on a regular basis, and also with a formal examination at the end of the year.



# HUMANITIES

## **Civics and Citizenship**

This unit unpacks Australia's bi-cameral system of government and introduces the legal system as a mechanism for arbitration. The Freedom Speech is also explored as a means to support participation in Australia's democracy.

## **History**

The Year 8 Humanities course provides a study of history from the end of the ancient period to the beginning of the modern period. Students study three ancient societies; Medieval Europe, Japan under the Shoguns and the Spanish Conquest of the Americas in depth.

## **Geography**

In Geography, students' knowledge of the world's landforms and landscapes is developed through a range of activities which include mapping, research, analysing, recording and reporting.

## **Economics and Business**

The Economics unit introduces students to the Price Mechanism and how markets are influenced by government. In the Business environment, characteristics of entrepreneurs are also explored and investigated.



# MATHEMATICS

At Salesian College Sunbury we teach Mathematics to provide students with essential mathematical skills and knowledge.

Year 8 Mathematics continues to develop the numeracy capabilities that all students need in their personal, work and civic life, and provide the fundamentals on which mathematical specialties and professional applications of Mathematics are built.

Mathematics is taught and assessed using the four proficiencies of understanding, fluency, problem-solving and reasoning, as described by the Victorian Curriculum. In Year 8 Maths, we utilise Maths Pathways to assess against the achievement standards described by the Victorian Curriculum.

Maths Pathway creates an individual learning experience for every student, targeting their zone of proximal development. This is done by encouraging good learning practices through individual feedback, setting goals and by fostering independent learning skills. Maths Pathways allows for a focus on a growth mindset allowing students to take ownership of their maths learning.

Maths Pathway enables students to fill gaps in their learning, as well as build on existing knowledge – therefore every student gets the opportunity to see growth and experience success.

This model provides teachers with the framework to effectively implement evidence-based strategies, which results in increased self-efficacy amongst students and measurable growth in student learning outcomes. These strategies include;

- Differentiated lessons for every student
- Regular one-on-one feedback sessions
- Small group instruction
- Regular rich learning and project work

Areas of Study that students may complete as part of Maths Pathways include:

- Real Number
- Algebra
- Measurement
- Linear Relationships
- Geometry
- Statistics
- Indices
- Ratio and Percentage



# SCIENCE

In Year 8 Science students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels.

The skills students develop include identifying and constructing questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled.

Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others.

They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

## HEALTH & PHYSICAL EDUCATION

### Physical Education

The major focus of this unit is skill acquisition and development. Students engage in a range of activities, which require a wide range of skills to develop their personal fitness, coordination and teamwork.

The practical activities are used to enhance the theory components covered.

### Health Education

Students continue with their study of body systems from the previous year focusing on health related issues. Students also study the topics of Minimising Harm, Health Issues, Relationships, Digestive System and Alcohol.

Students use a range of mediums to investigate these topics such as project work, assignments, media reviews and case studies.



## Practical Units

**Aquatics:** Students continue their study of water safety concepts, survival techniques and the role of aquatic forces in stroke development proficiency.

**Athletics:** Students develop an understanding of the biomechanical principles specific to athletics: javelin, shot put, discus, high jump, sprinting and endurance.

**Minor Games:** This unit takes students through such games as European Handball Ultimate and Speedball. Students will become familiar with the basic skills, rules and movement patterns associated with these and other similar activities.

**Bat and Ball Codes:** Students develop skills related to major games (cricket, softball, hockey): bowling, throwing, fielding and batting. Students demonstrate their ability to perform correct techniques. A knowledge and understanding of the equipment and rules for safe participation is also taught.

**Racquet Codes:** Students develop skills related to Badminton and Soft Tennis; forward, backhand, smash and serve. Students demonstrate their understanding of singles and doubles play, and participate in tournaments to test their skills. Knowledge of the equipment and rules for safe participation is also taught.

**Stick and Ball Codes:** Students develop skills of hockey; dribbling, passing, shooting and defending. Students also develop an understanding of the rules, and through their study of the human body in Science, a deeper appreciation for the physiological aspects of the game.

**Football:** Students complete skills and drills for successful participation in football; types of kicks, handballs and running with the ball are skills developed. Students are also involved in various offensive and defensive strategies. Students also develop an understanding of equipment and rules for safe participation in this activity.

**How Fit Am I?** This topic explores the health benefits of being fit and allows the students to view their relative fitness levels according to Australian Fitness Council Standards. It teaches the students to test their own levels of fitness and develop healthy attitudes towards being physically fit.

## Theory Units

**Journal:** Students complete a written journal on theoretical components. Students complete text activities, media reviews and research assignments during the completion of the theory components.



# LANGUAGES EDUCATION

Students continue to study the one language they started in Year 7 for the entire year in Year 8, unless they are in the BOOST or MASTERCLASS Program.

## Italian

In these units, students have the opportunity to develop and enhance basic grammar and oral skills in the Italian language.

All language skills – reading, writing, speaking and listening are presented in a contextualised setting relevant to the students' experience.

Students will investigate Italy's geography, history and culture including Family Celebrations and the regions of Italy. Other topics will include greetings and 'self' introduction, personal profiles, animals and pastimes, as well as schooling in Italy.

### Learning Activities:

Tasks will enhance the following skills:

#### Reading

Read aloud independently and identify key words and short sentences in captions, displays, poems and stories.

#### Writing

Write short sentences or captions to support illustrations in pictures, charts, maps, posters, and big books.

#### Listening

Listening to the teacher and other students exchanging factual information.  
Describing people and objects, their likes and dislikes and making decisions.

#### Speaking

Participate in structural role-play to exchange greetings and simple personal information.  
Describe self, friend, character or an everyday event.



## Japanese

This unit aims to generate cultural sensitivity as well as further language competency. An understanding of Japanese lifestyle is encouraged through activities and assignments.

Topics covered include: About me, the Japanese family, Food in Japan, comparison of Australia and Japanese school life, and touring Japan. Speaking to inform and listening, so as to become informed, are the focus of the target language. The language is based on situations relevant to the daily life of teenagers. The Hiragana writing system is consistently revised, and the Katakana writing system is introduced.

### Learning Activities:

#### Reading

- Identify information from a variety of text types in order to prepare oral and written reports and reorganise information.
- Match captions to images in response to questions.
- Identify key words and sentences to complete a task.
- Read and re-read short sentences to confirm meaning.

#### Writing

- Successfully write in a variety of text types such as letters, diaries, advertisements, dialogue, reports, ID cards, charts.
- Develop and use a word-bank to enhance writing.
- Use simple connections to link ideas.

#### Listening / Speaking

- Talk about themselves in daily self-introductions and role plays.
- Talk about daily routine.
- Talk about places to go, and why.
- Repeat words and phrases accurately.
- Follow instructions in listening games.
- Mark items called out in games.
- Name and describe objects using adjectives.
- Respond correctly to factual information.



## **BOOST**

This is the second year of a two year program.

BOOST is a program designed to improve numeracy and literacy knowledge and skills. It gives students the opportunity to learn and develop numeracy and literacy strategies which then need to be transferred to all other learning areas.

Students participate in 3 classes a cycle. All learning incorporates Building Learning Power with a focus on spelling, reading and writing.

To ensure this is a suitable program for the student, participation is by invitation only and cannot be “chosen” as a subject option.

## **MASTERCLASS**

This is the second year of a two year program where students attend the Learning Strategies classroom for 3 periods per fortnight with the focus of the program being the transition to secondary school, the development of social skills at school, and developing homework and organisational skills. These students do not study a language.

To ensure this is a suitable program for the student, participation is by invitation only and cannot be “chosen” as a subject option.

## **YEAR 8 PROGRAM ELECTIVES**

Students study a core group of subjects in Year 8 that is further complemented by choice in the areas of The Arts and Technology.

Students are to choose 2 different elective subjects per Semester (i.e. 4 per Year). Choices should be made on the student’s interest in the subject. Every effort will be made to ensure the student’s request for electives will be met, but must be understood, that classes cannot be established if demand is insufficient.

### **ELECTIVE: ART**

Students are introduced to a variety of two and three-dimensional art works. Students explore and manipulate art elements and principles and develop skills in the areas of drawing, painting and mixed media techniques. They will also explore a range of mediums and integrate digital art and personal interests into their works.

Students are introduced to Art Appreciation and the cultural contexts from where art works are produced. They will be mainly focusing on Australian Art, its social and cultural past as well as present issues. Students will develop an understanding of creating for an audience and prepare artworks for display.



## **ELECTIVE: BOOST ENRICHMENT**

BOOST Enrichment is designed to extend students thinking, questioning, planning, problem solving and communication abilities. We focus on the further development of learning behaviours and habits, guided by Building Learning Power principles.

Students design and develop a project, based on their individual passions and all learning is directed through this project. They use a learning contract to communicate their plans and keep a reflective journal to track and document their learning and development.

To ensure this is a suitable program for the student, participation is by invitation only and cannot be “chosen” as a subject option.

## **ELECTIVE: CREATIVE DIGITAL**

Creative Design integrates Media and Visual Communication Design. Students examine and create visual representations that communicate, challenge and express their own and others’ ideas, as both artist and audience.

In the media component they will learn the skills; techniques and processes to create media artworks that are developed through the three stages of production:

- pre-production including scriptwriting, storyboarding, sketching designs, planning, research
- production including capturing, recording, directing
- post-production including mixing, editing, assembling, laying out, distributing.

They may explore and create digital photography, short film and print texts using the appropriate hardware and software.

Students develop an understanding of their own and other cultures, and their responsibilities as global citizens.

In the Design aspect students investigate making, analysing and evaluating how the designer generates, develops and presents their intended ideas. Students learn and extend their knowledge and skills exploring traditional and contemporary conventions involved in the making of visual communication designs.

Students will use the design process to create a finished design that communicate ideas in relation to a target audience, for example, developing an advertising campaign for a music festival, school event, a social issue or theme.

Student will explore and apply digital and free hand methods, materials, media, design elements and design principles and the appropriate software & applications. Students will explore design industry contexts to develop an understanding of the importance of visual language in today’s society.



## **ELECTIVE: DANCE**

In the Year 8 program we will extend students listening, musicality, introduction to dance styles and the historical influences on dance from the year 7 program. The confidence to perform that was developed in year 7, will be extended to include small group work, as well as class routines. This will culminate in a Dance Display at the end of each Semester.

If a student has not participated in year 7 Dance, it will not exclude them from doing the Year 8 Program. Year 8 Program will consist of:

- Introduction of the Elements of Dance based on Time/Space /Energy.
- The link between dance terminology and movement is introduced in such areas as timing devices, dimension and shape.
- Technical skills are developed.
- Students learn the basics of a variety of dance styles, with at least one of these shown in a performance environment to an audience.
- The importance of Cultural dance is explored through; theory and practical studies, the significance of dance in contemporary society.

Dance styles and genres from cultures such as Aboriginal, African, Irish and Spanish can be studied.

## **ELECTIVE: DIGITAL TECHNOLOGY**

We use digital devices and networks every day of our lives. As such, it is beneficial to understand the purpose and function of these technologies. In Year 8, students will learn about the different digital networks and the requirements for data transmission such as voice, internet streaming and gaming.

Students will investigate the functional requirements of games and have the opportunity to create some exciting games using GameMaker. They will develop design and problem-solving skills in the process while creating a range of digital media to assist in the development of their games.



## ELECTIVE: DRAMA

In the Year 8 Drama program we will extend on the initial skills and knowledge learned in the Year 7 course, including:

- Expressive and performance skills
- Dramatic and narrative elements
- Theatre styles from around the world
- An appreciation and understanding of different cultures and how they express their beliefs and values
- Improvisation skills
- Scripting and general literacy skills

Students will create and present original works inspired by the world around them and their own experiences, including a duologue using an engaging story from their own lives and various ensemble work covering a range of performance styles.

Students will learn valuable skills working collaboratively, creatively and engaging in critical thinking and problem-solving activities across the semester.

## ELECTIVE: FOOD STUDIES

The Year 8 Food Studies course explores the foods which make up our diet and the individual meals that people enjoy on a daily basis.

Students further develop their understanding of the safe and hygienic work practices for the production of safe food, as well as explore the components of the diet which provide healthy and nutritious eating during the course of the day.

Through both practical and theoretical components, students will investigate ethical issues related to food. Using prepared design briefs, student will create suitable meals for breakfast, lunch and dinner, and justify their choices for healthy snacks that can be consumed throughout the day. They will discuss the characteristics which make their food choices healthy, and in line with the Australian Guide to Healthy Eating.

Students will justify their choices through analysis of their food products using independently developed criteria for success.

## ELECTIVE: LITERATURE

Literature aims to develop an appreciation of literature through the study of texts that explore complex ideas about our world.

It is designed to enhance the analytical and critical thinking skills of high achieving students with a passion for reading.

Students will participate in close study of texts and explore the craft of writing. Through this, they will develop a range of valuable dispositions that will help them reach their full potential. These include the ability to analyse, write with fluency and engage in respectful and constructive discussions.

Students who wish to undertake Literature in the senior years will gain great advantage from skills taught in this subject.



## ELECTIVE: MUSIC

In Year 8 Music, we extend or develop the knowledge of students through performance, musicianship, composition and analysis using contemporary instruments and styles. There is an emphasis on creative group work, analysis of songs and styles, and developing instrumental skills.

Students learn to play an instrument or continue and extend their instrumental skills and perform as part of a class band.

Areas of Study:

- Performance on a chosen instrument
- Developing musical skills on a range of instruments
- Musicianship, music reading, writing and aural skills, creating music

Students will be actively involved in playing, comparing and investigating contemporary popular music using the guitar, keyboard and voice. Students create, compose, re-mix and arrange music using Garage Band.

Music is unique:

- Music provides a unique means of communication and expression through sound
- Learning to play an instrument contributes to intellectual and cognitive growth through the development of skills, techniques and processes
- Music learning contributes to social and personal growth
- Playing music brings joy and satisfaction, fosters creative expression, challenges thinking and stimulates imagination

## ELECTIVE: WOODWORK

In an increasingly technological and complex world, it is important students develop knowledge and confidence to understand and respond creatively to design challenges. These skills play a crucial role in both enriching and transforming students understanding of design and the creative process to solve a problem.

In the Design and Technologies curriculum, students create designed solutions for an identified problem, using timber as their main resource.

In this study area students manage a project from conception to realisation. They apply design thinking and design processes to investigate ideas, generate ideas, manage and produce a designed solution and evaluate the process. They develop a sense of pride, satisfaction and enjoyment from their ability to create designed solutions.

Through the practical application of working with timber, students develop dexterity and coordination. This subject offers students a broad range of learning experiences, readily transferable to their home, life, leisure activities, the wider community, and to work.



# ELECTIVE: TEXTILES

Students have the ability to explore and develop skills in the area of hand and computer-generated fashion illustration as well as an understanding of the textile industry.

## **Students will be expected to:**

- Investigate the design process for products;
- Research historical and present day fashion trends, marketing and promotion;
- Investigate the design elements and their influence on design;
- Keep an accurate record of all work completed in the form of a digital portfolio, creating presentations.

## **Activities to be covered:**

- Design clothing as working drawings;
- Create fashion illustrations and scan fabrics;
- Create presentations – mood/concept/theme/colour;
- Design promotional materials for websites, marketing, branding, business cards and logos.
- Design promotional material for websites, marketing, branding, business cards and logos.





Salesian College  
SUNBURY

**Striving  
in life.**

Salesian College Sunbury  
1 Macedon Street, Sunbury  
T: 03 9744 0000  
[salesiansunbury.vic.edu.au](http://salesiansunbury.vic.edu.au)