



**Years 7 and 8  
2018/19**

**Course Handbook  
for students undertaking Year  
7, 2018  
and  
Year 8, 2019**

**Please retain this booklet for future reference**

840 YAN YEAN ROAD, DOREEN, VICTORIA 3754 TELEPHONE: (03) 9717 7400 FAX: (03) 9717 7475

**"IN CHRIST, WISDOM AND KNOWLEDGE"**



# INTRODUCTION

Year 7 is an exciting and challenging time for students. The first year of secondary school offers numerous opportunities through the variety of subjects and teachers the student contacts in the school week. It is quite normal for students to vary markedly in how quickly they adjust to their new environment and routines.

Year 8 is a year of consolidation during which we aim to assist students in refining their practical, academic and social skills in order for them to commence making a very real contribution to the College community.

Both years are characterised by change. This causes students much joy and occasional times of struggle. This is a foundational time during which we try to give students a range of subjects to help them gain sufficient exposure for determining later choices.

A homegroup and pastoral care system aims to give students a sense of cohesiveness and identity. Each class has a homegroup teacher who teaches them for a significant block of time and meets with them regularly during the week for devotions and prayer.

Parents are encouraged to make contact with the homegroup teacher quickly and gain a rapport as they would with a primary grade teacher. Parents are always welcome to communicate with staff via the diary, letter, email or phone and we value any information being passed on which will help us understand your son or daughter more completely.

## GENERAL COMMENTS

At Plenty Valley Christian College, we are committed to providing quality learning in a Christian environment. We also support and promote the principles and practice of Australian democracy, including:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The value of openness and understanding others

## College Standards

Plenty Valley Christian College is a CEN school, and parents have had much opportunity over the years to have a say in the establishment of standards of dress and behaviour. It is therefore assumed that parents who send children to the College accept that they support these standards and ensure that their children abide by them. The onus is on parents to ensure that students:

- wear correct uniform (regular or sport);
- participate in ALL College programmes, i.e. excursions, camps, sport etc., unless there are valid medical reasons, or if the programme is optional.

One student who successfully challenges the standards sets a precedent for all. The teachers can only maintain the standard with the total support of parents. Effective outcomes for students are most likely when this cooperation occurs.

## Discipline

Discipline is one of the greatest challenges for teachers and students in any school and Plenty Valley Christian College is no exception.

We view discipline as a positive series of measures which aim to bring about helpful changes, and as with both God and parents, is administered as an expression of our loving care for an individual.

Where possible, students are required to 'wear' the natural and logical consequences of their actions, i.e. if property is damaged they are to repair the article, or if relationships are broken they are encouraged to mend them.

Where students repeatedly misbehave or break College rules they will be given detention at lunchtime, or for more serious cases, free-time suspensions or after-school detentions which occur between 3.30 and 4.30 pm. or a Saturday morning detention. (Parents will be given notice, and will be responsible for their child's transport arrangements).

College discipline is most effective when it involves parents and has their support. We endeavour to inform and involve parents in the discipline process where practical.

## **Sport/Physical Education**

Sport and Physical Education provide excellent opportunities for the development and extension of coordination and skills as well as participation in the community. Students are allocated to one of four Houses and are expected to fully participating in House Sports Carnivals and activities.

In Term 1, Year 7 students have swimming lessons and must wear modest one piece bathers at these times (preferably black).

Hats are part of our sports uniform and compulsory during Terms 1 and 4.

Sports Permission forms cover all sports activities for the duration of the students' time at the school.

Medical forms are sent home each year to be updated.

## **Camping Programme**

Camps are seen to be an extremely valuable part of the total curriculum. A camp has incomparable value in the social development of students, and in the development of a range of skills and aspects of self-awareness, self-confidence not possible in the regular home/school environment. We take great pride in our comprehensive camping programme.

Compulsory camps are held in Years 7, 8, 9 and 12. Other options will be given from time to time.

- The Year 7 Camp in 2016 will be at Camp Coolamatong; February 15 - 19
- The Year 8 Camp in 2016 will be at Howqua; August 23 - 26

## **Diaries**

Students are expected to maintain diaries and view this as a lifelong skill to be attained. The purpose of these is the organisation of tasks and communication between teachers and parents.

The front pages of the diary contain vital information. Please read these carefully with your son/daughter and ensure you are aware of your role. Students must care for their diaries or they will be asked to replace them.

Parents are to sign diaries once a week. Any parental communication with teachers can be written in the diary and teachers will initial it to indicate that it has been read.

## **Assessment**

Assessment takes many forms and varies from subject to subject. Assignment work, homework, book work and tests are among the favoured methods of determining skill and knowledge acquisition.

## **Reporting**

A report is given each term and consists of one or more of the following -

- Progress report from each subject teacher.
- Oral report in the form of Parent/Teacher night;
- Summarative grades for each subject.

Parents may request further information at different times by contacting subject teachers, homegroup teachers, or Coordinators to talk over any issues that may need attention.

## **Staff**

Principal  
Head of Secondary  
Junior School/Transitions Co-ordinator  
Year 8 Year Level Leader  
Curriculum Director  
Teaching and Learning Support Coordinator

Mr John Metcalfe  
Mr Paul Oldman  
Mr Todd Mahoney  
Mrs Jenny Gillie  
Mrs Sonia Goodacre  
Mrs Julia Walker

## Homework

Different subjects have different requirements for homework. It is up to each student to organise his/her homework using the homework diary. It is also important for students to do reading of notes and texts so as to reinforce concepts and facts.

If homework is not completed by the set date a note will be sent home, requiring the parent to supervise and sign the completion of the work. This is not a punitive measure; it is a courtesy. Students may also be requested to attend a lunch time homework session to assist them in completing the task. After school homework sessions may also be scheduled if further assistance is required.

It is important that students have a quiet place free from distractions to complete their homework tasks. Parents can help their children by encouraging them to develop good study habits. If at any time you need clarification about homework, you can

- check the diary;
- contact other parents/children from the class;
- contact the Subject Teacher
- contact the Homegroup Teacher;
- contact the Coordinator.

Year 7 and 8 students are expected to do approximately **one hour** of homework per night and should begin to balance other commitments and prioritise school. It is much more effective to set aside regular non-negotiable, screen free, blocks of homework time that are always adhered rather than simply asking a student whether they have homework to do!

There are some additional requirements for set homework at these year levels regardless of the class or task: Each assignment falls within one of three categories:

1. **Finishing** – These are assignments of which 60-80% was completed in class. The work needs to be taken home to be “finished”. The due date is usually within 1-2 days. This includes revision-type tasks. The time spent at home to complete the assignment should not take more than 15 or 20 minutes per subject.
2. **Practising** – This type of assignment is meant to reinforce conceptual achievement from the classroom environment. Teachers endeavour to ensure students have the skill base and understanding of the tasks prior to sending this work home. This includes preparation-type tasks such as reading or completing tasks for discussion groups. The time spent at home to complete the assignment should not take more than 15 or 20 minutes per subject.
3. **Producing/creating** – This type of assignment includes all major research, essay writing, and projects. This assignment can take from one week to up to two or three weeks of daily progress for completion. Class time must be allocated to check the progress of student work and offer opportunity for further clarification. The idea is that this type of work takes the allotted 15-20 minutes of time for that subject, so very often NO finishing or practising work will be assigned during project time by the same class.

Each major/assessed assignment needs to be accompanied by an explanation, such as a cover sheet, an outline, a task sheet, or a rubric which clearly outlines the work requirements and assessment criteria. Lengthy or large assignments must have a structure that breaks down the tasks.

Subject teachers are your first contact regarding the procedure for the work, the completion deadline, or any queries of this nature. Homegroup teachers are the first point of call when it comes to concerns about homework issues such as the amount of a student’s workload, study concerns, extended absences, or other things that impact a student overall in their work for school. They are empowered to discuss their concerns about the amount of projects or closeness of due dates with teachers. If there are more than 2-3 projects due within one week of each other, the HG staff will work with teachers to develop a hierarchy of priorities.

Year 7 students are restricted in the amount and types of homework set in the first weeks of school leading up to camp. Homework will be a staggered approach and will gradually increase as students progress through the term. Occasionally, teachers will request holiday work, however, that should be cleared through the Faculty Coordinator first and would usually only involve pieces of work, such as reading a text or researching a topic, not an entire project. End of term is reserved for final testing.

Year 8 students are expected to handle a heavier workload, however, we must bear in mind the learning or progress these students are still making in terms of personal organisation and skill-building. Parental guidance is still very necessary at this level.

## 2017 YEAR 7 AND 8 COURSE

### Core Subjects

### Periods per week

English	5
Mathematics	4
Science	3
History	3*
Geography	3*
Christian Education	2
French	2
Sport	2.5
Health	2*
Information Technology	2*
Physical Education	1

\* Taught for a Semester only.

### Rotational Subjects

Drama	3^
Food and Technology	3^
Music	3^
Art	3^
Technology (Wood)	3^

^ Taught for the equivalent of a 16 week unit.

- Each day contains 6 teaching periods.
- A 10 minute Homegroup is at the beginning of each day
- A 25 minute General Period occurs on Monday, Wednesday and Thursday to accommodate Sport departures and Homegroup activities.
- A 37 minute General Period occurs on Tuesday and Friday to accommodate.
- Students should be at school in time to organise their materials for their first two periods and secure their bags and lockers.
- Students do not visit their lockers between periods 1 and 2, 3 and 4 or 5 and 6, unless their teacher gives them permission to do so.

### Period Times

	<i>Mon/Wed/Thur</i>	<i>Period</i>	<i>Tue/Fri</i>
Homegroup	8.40 – 8.50 am	Homegroup	8.40 – 8.50 am
Period 1	8.50 – 9.38 am	Period 1	8.50 – 9.38 am
Period 2	9.38 – 10.25 am	Period 2	9.38 – 10.25 am
RECESS	10.25 – 10.45 am	RECESS	10.25 – 10.45 am
Period 3	10.45 – 11.32 am	Period 3	10.45 – 11.32 am
Period 4	11.32 – 12.20 pm	Period 4	11.32 – 12.20 pm
LUNCH	12.20 – 1.20 pm	General Period	12.20 – 12.57 pm
General Period	1.20 – 1.45 pm	LUNCH	12.57 – 1.45 pm
Period 7	1.45 – 2.33 pm	Period 7	1.45 – 2.33 pm
Period 8	2.33 – 3.20 pm	Period 8	2.33 – 3.20 pm
Homegroup (Yr 7)	3.20 – 3.25 pm	Homegroup (Yr 7)	3.20 – 3.25 pm



# YEAR 7 AND 8 HANDBOOK

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# ENGLISH

## Introduction

In English in Year 7 and 8, students are involved in writing, speaking, viewing, reading, comparing and talking about texts. Students are encouraged to explore and engage with a range of texts from literature to media texts. They are encouraged to examine the values, attitudes and social mores of themselves and others in light of a Christian worldview.

## Year 7 and 8 Course Outline

- **Language** - Students study language structures (eg clauses, prepositional phrases, noun phrases), vocabulary, punctuation to support meaning and how language can be used to evaluate texts. Language features pertaining to film are explored, with particular reference to how viewers can be manipulated.
- **Literature** - Students will identify and explore ideas and viewpoints about issues, events and characters in literary texts. They will examine the ways language and images are used to create character, and to influence emotions and opinions in different text types.
- **Literacy** - Students will investigate and analyse the ways text structures and language features shape meaning and vary according to audience and purpose. Students will use comprehension strategies to interpret, analyse and synthesise ideas and information. Students will plan, draft, edit and publish informative, persuasive and creative texts both written and oral in response to material read or viewed.

### *Language*

The Year 7 course begins with a “Back to Basics” unit, revising the grammar students are expected to know by the end of their primary years. Both Year 7 and 8 students study language structures and features throughout the year. Emphasis is placed on the further acquisition of vocabulary and grammar.

### *Literature*

Year 7 students, throughout the year, read a selection of Australian short stories poetry, fairy tales/fables, a novel and view a film.

In Year 8, the students study a novel and its adaptation into film. They also study newspapers in detail, acquiring knowledge of the different text types employed by the printed media.

Student in both levels read and/or view a variety of literary texts, and respond in a variety of forms such as creative writing, poetry, informative writing, and persuasive writing. They explore plot, structure and themes and cultural and social contexts.

### *Literacy*

Year 7 and 8 students develop written and oral literacy through the application of increasing knowledge of vocabulary, text structures and language to the understanding and evaluation of the content of texts both written and oral. Literacy is also developed through written responses, including analytical and creative responses to different texts, and through the oral presentation of ideas and opinions.

## Assessment

- **Response to Literature** – A grade will be determined based on the formal responses (including essays for Year 8), creative responses, comprehension exercises and assignments pertaining to the texts studied during the semester. Approximately 40% of total marks.
- **Written Literacy** – A grade will be determined based on creative and informative/expository written pieces during the semester. Approximately 30%.
- **Oral Literacy** – A grade will be determined based on class participation as well as oral presentations to the class. Approximately 15%.
- **Language** – A grade will be determined based on the student’s ability to use vocabulary appropriate to the various tasks, to spell correctly and to apply the conventions of English grammar to all their written work. Some grammar exercises will also be used in this assessment. Approximately 15%.

# MATHEMATICS

## Introduction

The aim of the Year 7 and 8 Mathematics Curriculum is to continue the development of mathematical knowledge and skills and to encourage the application of these skills to everyday situations, particularly those that are related to the student's own environment. Students learn how mathematicians solve problems, and are often involved in hands-on problem solving tasks where the focus is on the mathematical process as well as the development of strategies and skills. Students understand that Mathematics is part of everyday life. The curriculum enhances the student's ability to improve their means of tackling problems requiring the direct use of a mathematical skill and to transfer these strategies to assist in modelling and solving other problems in life.

## Year 7 Course Outline

- Whole numbers
- Negative numbers
- Number properties
- Fractions and Percentages
- Decimals
- Algebra
- Equations
- Geometry and Polygons
- Measurement
- Statistics and Probability

## Year 8 Course Outline

- Integers
- Fractions, Decimals and Percentages
- Algebra
- Equations and inequalities
- Geometry – lines, shapes and solids
- Measurement and Pythagoras' theorem
- Ratio and Rates
- Straight line graphs
- Statistics and Probability

## Homework

Students will be required to complete homework in the subject to help consolidated their understanding of the coursework outlined above and to apply the skills learnt to various mathematical models and problem solving tasks. This homework could take the form of:

- Skill worksheets
- Textbook exercise questions
- Problem solving activities
- Mathematical applications and investigations
- Mangahigh Online Revision

## Assessment

Assessment of students in both Year 7 and 8 Mathematics involves three broad areas: Tests, Problem Solving Tasks/Investigations and Projects/Applications and may include any or all of the following:

- Topic Tests/Module Tests
- Worksheets
- Investigations and Assignments
- Presentation Posters
- Problem Solving Tasks
- Projects
- Video Projects

# SCIENCE

## Introduction

Year 7 Science introduces students to the requirements of working in a laboratory, safety and the use of some basic scientific equipment. At this level there is an emphasis on students appreciating the importance of developing technical skills whilst carrying out experiments, as well as understanding the value of the scientific method in evaluating the world. As well as considering what Science actually is, students view different aspects of the world from the way in which living things interact with one another and the world around them, as well as how they are classified, to the nature of the Earth living things inhabit and how we use the Earth's resources.

Year 8 Science seeks to consolidate the fundamental skills and principles students developed in Year 7 and allows them to explore in greater depth the fields of Chemistry, Biology, Physics and Geology. Students gain experience performing more in-depth experiments and are asked to develop their own scientific hypotheses when investigating their own practical problems and to design experiments that will test these hypotheses. They will examine the nature of energy, and the atomic and chemical nature of all things in our world and how these building blocks can be changed and organised to form the geological foundations of our world.

## Year 7 Course Outline

- Science is ...
- Separating mixtures
- Classification
- Ecosystems
- Forces in action
- Simple machines
- The Earth in space
- Precious resources

## Year 8 Course Outline

- States of matter
- Elements, compounds and mixtures
- Cells
- Transferring and transforming energy
- Chemical change
- Body systems
- Sedimentary, igneous and metamorphic rock
- Reproduction

## Homework

Students will be required to complete homework in the subject to help develop their understanding of the coursework outlined above. This homework could take the form of projects, revision sheets, research, practical report writing, activity questions and model making.

## Assessment

A range of different modes of assessments are given to students, which include tests, projects, practical activities and special investigations. Within these modes of assessment there are opportunities to refine and modify these assessments to take into consideration individual differences between students and allow the students the best opportunity to perform well in these assessments.

# HISTORY

## Introduction

### *Year 7: Ancient Civilisations*

In Year 7 History, we explore the great civilisations of the wondrous ancient world. We unlock the secrets of a number of Ancient civilisations from around the globe. In particular we travel through Ancient Greece on a 21 day tourist odyssey where we encounter savage Spartans and theatrical Athenians. We also investigate the intriguing and intricate inventiveness of the Ancient Chinese. All the while we will learn to become historical detectives, uncovering hidden evidence and solving the mysteries of the ancient past. In the process, we will discover the connections between our own times and that of the ancient world.

## Year 7 Course Outline

### *Ancient Civilisations*

- Introduction to Pre-history and Ancient history
- Introduction to investigating the ancient past
- Ancient Greece
- Ancient China
- Comparisons between a number of ancient and modern civilisations

### *Year 8: Medieval History*

## Introduction

In Year 8 History, we explore the system of Feudalism and how this affected daily life in Shogun Japan. We also study the effects and consequences of the Black Plague, one of the most devastating disease outbreaks in history; how this event began to shake people's faith in God, the King and the feudal system. Finally we look at the Renaissance, beginning in Italy that saw an explosion of wealth, scientific study, as well as art and culture.

## Year 8 Course Outline

A general study of the medieval period is divided into a number of units including:

- The Feudal System
- Emergence of new ideas at the end of the medieval period
- Shogun Japan
- Black Plague in the 14th century (Africa, Asia and Europe)
- Renaissance in Europe

## Assessment

Students are assessed on a combination of bookwork, topic tests, quizzes, research projects and skill tasks.

## Homework

Homework will include a variety of reading tasks and projects, some research and completion of class activities and worksheets.

# GEOGRAPHY

## Introduction

"GEOGRAPHY IS LIFE" is a well-known saying by everyone at PVCC. Daily we encounter Geography in our media and newspapers; it could be a weather map, news of an earthquake in Christchurch, bushfires in Victoria or floods in Queensland. Geography is about what is happening around us; our future and the future of the world.

In **Year 7**, Geographical study is designed to introduce students to the basic skills of mapping, and then applying those skills as they compare the characteristics of significant regions of the world as we investigate water resources and what makes one city or country more livable than another.

The first unit is the study of Geographical concepts and spatial skills. Students learn to recognise that parts of the earth can be represented at different scales and from different perspectives on maps.

In the second unit, students look at water as a resource. It is one of our most valuable resources. It is all around us in the atmosphere, rivers, seas and in the ground, but it is also a finite resource that we cannot afford to waste or pollute. This includes study of the water cycle, the weather and floods.

In the third unit, students are introduced to the many contrasts between different people and places. Our focus is on 'why we live where we do' and what makes a city like Melbourne the world's most 'liveable' city. Students then compare it with a less economically developed place in their project.

The **Year 8** course investigates landforms and landscapes and urbanization; the ways in which landscapes have influenced the development of the land and the lives of the people living there. Students investigate the spatial association between the climate and the particular plants, animals and people groups that have adapted to it. They study the importance of sustainable development of rainforests, deserts and mountains and the impact humans have wherever they go.

In the first unit students investigate different types of landscapes and their distinctive landform features. They study the different processes that produce landforms and the human causes and effects on landscape degradation. Students examine how to protect significant landscapes, as well as the aesthetic, cultural and spiritual value of landscapes and landforms for people.

In the second unit students look at the causes and consequences of urbanization. They investigate the differences in urban concentration and urban settlement patterns between Australia and the United States of America. They also undertake a project investigating the impacts of urbanization on two different countries.

## Year 7 Course Outline

- Geographical concepts and skill builders
- Water in the world
- Place and liveability

## Year 8 Course Outline

- The Rainforest Landscape - Human causes and effects of landscape degradation.
- The Desert Landscape - Processes that produce landforms
- Volcanoes - Causes, impacts and responses to a geomorphological hazard
- Urbanization – Why do so many of us choose to live in large cities?

## Homework

Students are asked to complete -

- Incomplete classroom tasks.
- Worksheets that revise key concepts.
- A project on a relevant topic.

## Assessment

- Workbook
- Projects
- Topic Tests
- Homework

# PHYSICAL EDUCATION

## Introduction

### Year 7 Course Outline

Students will develop their fundamental motor skills such as catching throwing, kicking, striking and skipping. They will then be given the opportunity to apply these skills into minor competitive games as their skills progress. Their fitness will be developed through games that focus on aerobic endurance. Students will also be required to understand the theory behind the fundamental skills and will also be assessed at the completion of each unit.

### Year 8 Course Outline

Students will gain knowledge in rules and strategies associated with several major sports throughout the year. These sports include Basketball, Hockey, Volleyball, Football and Soccer. Students will develop their basic skills in these sports and learn to apply them to a game situation. They will also undertake a Fitness and an Orienteering unit.

**Practical curriculum** (activities may change due to weather, facilities and/or resources):

	<b>Year 7</b>	<b>Year 8</b>
<b>Term 1</b>	Throwing and Catching	Basketball/European handball
<b>Term 2</b>	Striking (Badminton, Bat Tennis)	Volleyball/Hockey
<b>Term 3</b>	Kicking (Soccer, Football)	Football/Soccer
<b>Term 4</b>	Skipping	Orienteering/Fitness

## Assessment

Students will be assessed via an observation during practical classes. They will be assessed on effort, understanding of rules and tactics, skills and sportsmanship/behaviour.



# SPORT

## Introduction

Sport is a vital part of the Year 7 curriculum. Students are encouraged to take part in a wide variety of activities, some of which they may not have experienced in the past. This is an opportunity for them to develop new skills and interests. Students will also have the chance to represent their school in both team and individual sports, competing in the Eastern Independent Schools (Melbourne) competition. They will also be encouraged to participate in House Swimming, Athletic and Cross Country carnivals which are compulsory attendance events for the College.

Successful students in these House Carnivals will go on to represent PVCC at the EISM Divisional Carnivals. Students are then able to progress through to the EISM Champions' Carnivals in Swimming and Athletics if successful at EISM Divisional level.

Sport is held on Monday afternoons (periods 5 and 6) for all Year 7s.

## Year 7 Course Outline

### *Term 1*

- House Swimming Carnival – students work in house ability groups to improve stroke technique and prepare for the House Swimming Carnival. Lessons are held at the Diamond Creek Pool.
- House Athletics Carnival – a range of skills relating to athletics are taught at school to prepare for the House Athletics Carnival. Students work in House groups.

### *Terms 2 and 3*

- Preparation, selection and participation in the EISM Sports Competition. All students will be selected in teams in Term 2. In Term 3 due to the sports offered, student numbers in Year 7 will dictate whether all students are able to be selected in a team. A Development Squad is available for those students who are not selected in a competition team.
- Sports played in the EISM competition are:  
Term 2 Boys – Hockey or Tennis / Girls –Basketball or Soccer.  
Term 3 Boys – Football or Volleyball / Girls – Hockey or Netball / Mixed – Table tennis
- House Cross Country Carnival

### *Term 4*

- Preparation, selection and participation in the EISM Sports Competition. All students will be selected in teams in Term 4.
- Sports played in the EISM competition are:  
Term 4 Boys – Basketball or Soccer / Girls - Volleyball or Tennis / Mixed – Table tennis

## Requirements

- Correct college sports uniform must be worn to all lessons/training and matches.
- Students will be expected to purchase a small amount of required sports safety equipment and/or uniform for their chosen sport.
- Where possible the college will lend out team sport tops. It is student's responsibility to care for, launder and repair these uniforms. If a sport top is lost the student will be charged a replacement fee.

## Year 8 Course Outline

### Introduction

Sport is a vital part of the Year 8 curriculum. Students are encouraged to take part in a wide variety of sports to develop a range of skills whilst being involved in a regular team competition. Plenty Valley Christian College participates in EISM (Eastern Independent Schools Melbourne) weekly sport in Terms 2, 3 and 4 for Year 8.

Students are also encouraged to participate in the House Swimming, Athletics and Cross country Carnivals which are compulsory attendance events for the College.

Successful students in these House Carnivals will go on to represent PVCC at the EISM Divisional Carnivals. Students are then able to progress through to the EISM Champions' Carnivals in Swimming and Athletics if successful at EISM Divisional level.

Sport for Year 8 is held on Thursday afternoons (periods 5 and 6) and runs in conjunction with the Year 9 Sport program.

### **Term 1**

- Sport Education – students participate in a variety of sports in preparation for EISM competition.
- House Swimming Carnival.
- House Athletic Carnival – a range of skills relating to athletics are taught at school in preparation for the House Athletics Carnival.

### **Terms 2 and 3**

- Preparation, selection and participation in the EISM Sports Competition.
- Sports played in the EISM competition are:
  - Winter: Boys – Football, Basketball, Soccer, Table Tennis, Girls – Hockey, Netball, Basketball, Table Tennis
- House Cross Country Carnival

**Term 4** Summer: Boys – Cricket, Hockey, Tennis, Volleyball  
Girls – Softball, Soccer, Tennis, Volleyball

A Development Squad is available for those students who are not selected in a competition team. The Development Squad participates in a variety of school-based and off-campus activities.

### Requirements

- Correct college sports uniform must be worn to all lessons/training and matches.
- Students will be expected to purchase a small amount of required sports safety equipment and/or uniform for their chosen sport.
- Where possible the college will lend out team sport tops. It is student's responsibility to care for, launder and repair these uniforms. If a sport top is lost the student will be charged a replacement fee.

# CHRISTIAN EDUCATION

## Introduction

The aim of the Year 7 course is to provide students with a basic overview of the Bible and some key Christian beliefs. It introduces the Bible as the Word of God, inspired by the Holy Spirit and the source of Truth. It is explored as the ongoing story of God's grace to mankind. Prior knowledge is welcome but not anticipated.

Year 8 moves on to focus more specifically on Jesus and the implications of His life and teachings for us. Both curricula encourage personal reflection and application of the material covered.

## Year 7 Course Outline

- The Bible – its role, compilation and structure.
- The Bible Story – Exploring God's relationship with humankind through a study of the plot of the Bible.
- A Focus on the Old Testament –Genesis: Creation, the Fall and God's 'Kingdom Story'.
- Key Characters and Events: Noah and the Flood, God's promise to Abraham, Joseph and Moses. The Exodus, the Passover and the Ten Commandments. The Law and God's Covenant with the nation of Israel. Looking forward to The Messiah.

## Year 8 Course Outline

- Jesus: teacher, healer, miracle worker – an examination of the first eight chapters of the gospel of Mark.
- Jesus: The Son of God – an examination of the last eight chapters of the gospel of Mark.
- Love and Forgiveness: - the benefits and necessity of forgiving and being forgiven; stories and teachings from the Bible that deal specifically with forgiveness; understanding that forgiveness is a process.
- Definitions and types of love.  
Ultimate Love and Forgiveness: the demonstration of God's Love for us in His plan for forgiveness in Jesus Christ.  
Spiritual Warfare: the existence of forces of good and evil. Learning to resist temptation and live a life pleasing to God.
- Strategies in overcoming temptation and sin: a study in Ephesians; putting on the armour of God.

## Assessment

Students are assessed on bookwork and projects. Projects include reflections, film studies, letter writing, and designing children's books and tracts.

## Homework

Homework will include some research and completion of class activities. All projects will be allocated some class time but may need to be finished at home.

# LOTE – FRENCH

## "C'est la vie!" "That's Life!" (the French way)

Studying French provides our students the opportunity to:

- enjoy learning a new language and culture
- gain a better understanding of our own language and culture
- think sensitively and critically across cultures
- broaden their vocational options

Students will become familiar with the French speaking world through selected i-sites, maps, books and other audio-visual means. Various activities, such as the cycling 'Tour de College', "Buy your Own Castle" or "French Weather Forecasting" will be conducted to help promote interest in the cultural aspects.

Lesson plans are organised around topics and cover the four skills of listening, speaking, reading and writing.

Language lessons are by nature communicative, so students will be encouraged to actively participate in class role play and to practice/review at home.

## Year 7 Course Outline

### *Topics built around personal experiences*

- the distinctive features of French speaking countries
- formal and informal greetings and introductions
- using numbers and measures in shopping
- body parts and expressing feelings
- basic commands and common activities
- family, house and its furniture
- expressing likes and dislikes

## Year 8 Course Outline

### *Topics extend to school and environment*

- traditional vs modern cultural aspects
- French cuisine
- clothing and fashion
- animals and environment
- school subjects and their activities
- occupations and their activities
- travel and giving directions

## Homework

10 - 15 minutes after each lesson for revision, memorising new words, language practice and ongoing project work.

## Assessment

- Book work
- Projects/posters/ PP presentations /role plays
- Periodical testing – listening, speaking, reading and writing

# HEALTH

## Introduction

Health is designed to introduce and develop students' knowledge, skills, attitudes and values that will assist them to lead healthy and fulfilling lives. Students will consider what it means to be healthy (including physical, mental and social health) and will be provided with a range of learning opportunities to build their decision making skills.

## Year 7 Course Outline

Healthy Lifestyles – Our body, Nutrition, Smoking and Body Image

- What is health?
- How my body works - Musculoskeletal system Cardiovascular system, Skeletal system, Muscular system, energy and food
- Promoting Physical health – Changing and growing and the risks of smoking
- Promoting Social health - relating skills and the impact of bullying
- Promoting Mental health – body image and self esteem

## Year 8 Course Outline

Healthy Lifestyles - Drug Education and Decision Making

- Values
- Sunsmart/Skin cancer
- Harm minimisation
- The “art” of decision making: Promoting health and minimising harm
- The impact of alcohol on our health
- Drugs and their impact on health
- Assessing health information

## Assessment Tasks

- Bookwork (written work) – quality and organization and self-reflection
- Written assignment / Project work – content and quality
- Creating websites

## Requirements

Students are expected to be organized and prepared for class. It is expected that students participate in all class activities, respect the classroom environment and complete all homework and assessment tasks.

# INFORMATION TECHNOLOGY

## Introduction

Information Technology in Years 7 and 8 provides a strong basis for further study in the area. The course has a very large practical bias and emphasises the use of technology for producing meaningful and practical material. In Year 7 there is also a focus on keyboarding technique and using technology in an ergonomically sound manner.

## Course Outline

### **Year 7**

#### **Theory**

- What is a computer?
- Information Processing
- Computer Hardware and Software
- Using computers (ergonomics)
- Care of equipment

#### **Practical**

- Correct Keyboarding Technique
- Touch Typing
- Speed and Accuracy
- Word Processing
- Desk Top Publishing
- Presentations
- Programming

#### **Assessment**

- Accuracy and Speed Test
- Internet use Assignment
- Word Processing folio
- Multimedia Presentation
- Micro Worlds Programming tasks
- Publications
- Theory test

### **Year 8 Theory**

- Input and Output?
- Information Processing
- Security
- Viruses
- File types and sizes
- Managing data

#### **Practical**

- Word Processing
- Spreadsheets
- Desk Top Publishing
- Presentations
- Programming

#### **Assessment**

- Viruses assignment
- Spreadsheet tasks
- Multimedia presentation
- Micro Worlds Programming tasks
- Publications
- Theory test

## Homework

Students in Information Technology, due to the large practical emphasis, will complete most if not all work during class time. Students are however encouraged to complete all unfinished work (theory and questions) at home and to complete Assignments as homework.

# **ROTATIONAL SUBJECTS FOR 2018**

*TAUGHT FOR THE EQUIVALENT OF A 16 WEEK UNIT*





# **ART**

## **Introduction**

This course at Year 7 and 8 will develop student's skills and knowledge of a wide range of art forms including drawing, painting printmaking digital art and ceramics. They will learn, establish and increase a range of techniques, skills and processes and use a variety of materials. They will learn and increase their art language including the art elements and they will identify, analyse and interpret art works.

## **Course Outline**

Students will be able to

- Generate ideas, source inspiration and plan artworks.
- Produce and present art works
- Demonstrate skills and techniques, using a range of processes to create visual images
- Written responses, including analysis and verbal presentations

## **Assessment**

- Workbook (Visual Arts Diary)
- Folio of artworks for each unit of work
- Art appreciation and theory

# DRAMA

## Introduction

Drama allows us to use our God given gifts creatively to develop our imagination and explore the Christian tradition of storytelling. Through co-operation and organisation students learn skills in a micro community. Students are taught to respect strengthen and, most of all, encourage one another.

## Year 7 Course Outline

Students are introduced to the concept of Drama as storytelling. They explore performance skills such as voice, gesture and facial expressions. Our main focus of this term is movement and how our bodies can aide in the telling of a story. In light of this they will learn the skills of mime and body language to produce a silent film. Throughout the semester students will be required to analyse their work and that of their classmates in the form of a journal.

Term 2 is devoted to the topic of Clowning. Students will explore how to create a clown character and give them a comedic personality. Students will learn a number of circus skills as well as design their own clown face complete with makeup. Lastly they will devise their own clown act which will be performed and marked.

## Assessment

- Drama journal analysis task
- A group devised mime
- A group devised clown act

## Year 8 Course Outline

In Year 8, Drama students explore the difference between real life characters and characters based on stereotypes. Students learn how to exaggerate their characters so as to be stereotypical. They explore the significance of ritual in society and its dramatic aspects that create interesting performances.

Students are introduced to props and how as a piece of stagecraft they enhance the telling of a story. Finally students learn about Pirates with an emphasis on their physicality.

## Assessment

- Drama journal – analysis task
- A group devised work using stereotype characters
- A group devised work using ritual
- A group devised work exploring the Pirate world

## Homework

Drama journal evaluations.

## Other Requirements

From the first lesson, students learn that hierarchies don't exist in the drama class. Everyone works with everyone else. Students are to help critique and, most of all, encourage everyone else.

# FOOD AND TECHNOLOGY

## Introduction

Year 7 Food and Technology runs for one semester. The aim is to develop students' understanding of safe and hygienic working practices in the kitchen environment and the impact that these have on good health. Students also start to develop basic practical food preparation and cooking skills through participating in a range of practical activities, and learn to evaluate the production sessions by answering a series of evaluation questions. Students are introduced to the Healthy Eating Pyramid and Design Process and put these concepts into action through assignment work.

Year 8 Food and Technology also runs for one semester. Students learn about nutrient groups and their function in the body. They study current dietary guidelines and look at ways that teenagers' diets and health could be improved. Practical skills in food preparation and cooking are developed by using appropriate recipes that reflect these learnings and which should advance pupils skills. Knowledge of cooking terminology and processes, equipment and ingredient function and safe work practices is extended through the completion of a series of production evaluation questions. Students demonstrate their understanding of the Healthy Eating Pyramid, food modifications and Design Process through classwork and assessment.

## Course Outline

### Year 7

- Hygiene and safety in the kitchen;
- Food preparation and cooking skills;
- Recipes, cooking processes, tools and equipment;
- Learning the roles of, and how to care for, tools and equipment used in recipes;
- The Healthy Eating Pyramid;
- The Design Process.

### Year 8

- Nutrients;
- Hygiene and safety in the kitchen;
- Food preparation and cooking skills;
- Influences on food choices;
- The Design Process;
- Food modification.

## Other Requirements

Students are required to bring a clean and suitable container for every practical class to take their food home in.

## Assessment

- Production skills and evaluation reports
- Assignment work
- Multiple choice test (Year 7)

## Homework

At set times over the semester, students have evaluation questions and assignments for Food Technology in both Year 7 and Year 8. Year 7 students will also have revision for a test.

# MUSIC

## Introduction

Music enriches life and can be used to encourage teamwork and individuality, creativity and discipline, and provides a vehicle for the development of expression, self-esteem and achievement. Music is intensely personal, yet it can be shared universally. It can draw us into the very presence of God.

Years 7 and 8 Music at PVCC is designed for all students to discover and nurture their gifts and to develop skills across a wide range of activities. At each year level these courses can be adapted to accommodate students with a range of previous experience in both their practical and theoretical music.

## Year 7 and 8 Course Outline

- Music Appreciation – Examine types of music and the role music has had in various times, cultures and places. Reflect upon your own music experiences and consolidate an awareness of music and sounds in the everyday environment.
- Music Theory and Aural Comprehension - Learn the language of music through the development of written and aural skills during regular class activities.
- Practical Music – Develop your keyboard skills at your own pace in the keyboard laboratory. Learn how to play, record and arrange music.
- Christian music – Listen to, analyse and perform contemporary Christian music as a class band.
- Composition – Learn how to create and perform your own music, including the use of class instruments and computer technology.

## Assessment

- Prepare and present keyboard items as a soloist and as a group member.
- Participate in activities such as aural exercises and the class band.
- Write and perform short compositions using class instruments and music technology.
- Bookwork.
- Topic tests.

# TECHNOLOGY

## Introduction

Technology is a science which deals with the useful arts such as metallurgy, electronics, building and weaving. In this subject students will learn basic skills in the safe and effective use of hand tools in the woodworking area.

These basic skills will be brought together in a project which will combine the use of some or all the skills learnt during the semester. The subject of technology offers an opportunity to commit to values and standards and to demonstrate care and concern for one's peers. Since safety issues are a concern, a spirit of cooperation is fostered, where students can learn to watch out for one another's safety as well as their own.

## Course Outline

### *Workshop safety*

Safety is an extremely important topic which is dealt with seriously right from the beginning of the semester. Safe workshop practices are taught with the use of each tool. Consideration of peers is fostered at all times.

### *Hand-tool skills*

The following are some of the tools introduced during the semester: hand plane, square, marking knife, marking gauge, tenon saw, chisel.

### *Production of an object*

Year 7 students will choose from a range of products including: Fruit Bowl, CD Stand and Jewellery Box.

Year 8 students will produce a coffee table and a set of wall shelves with the possible inclusion of a clock movement, given sufficient time.

The design techniques are introduced to the student as the project is being produced, showing reasons for the type of timber used. Environmental issues and costing are also discussed.

Both year levels will also complete several assessment tasks comprising basic timber joining techniques.

### *Surface finishing*

Basic surface finishing techniques are introduced including sanding, staining and polyurethane finishing.

## Homework

It is anticipated that all work will be completed in the allocated class time.

## Assessment

Achieving A to E grading, based on completion of all set hand tool skills and completion of final project; also on compliance of relevant safety precautions.