

YEAR EIGHT CURRICULUM

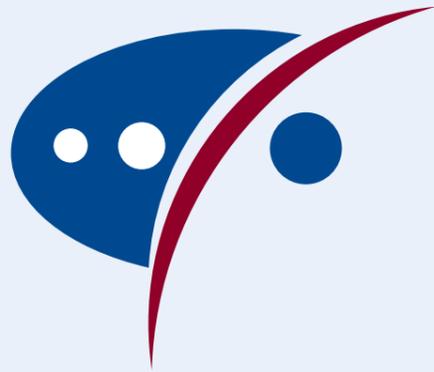
2018 Handbook

Bentleigh
Secondary College



“Being the best you can be”

Bentleigh Secondary College



“Being the best you can be”



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WELCOME

There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress, and we would be forever repeating the same patterns.

— Edward de Bono

Bentleigh Secondary College is proud of its continuing tradition of excellence. We believe that the college motto, “Being the best you can be” is a goal which all members of our school community should aspire to achieve.

As a learning community, we set high expectations for staff and students alike and provide an inclusive learning environment which facilitates the best possible outcomes for all students. Our curriculum is innovative and academically challenging. Our co-curricular programs offer outstanding opportunities in the performing arts, instrumental music, leadership, sustainable practices and sport. Positive relationships are the cornerstone of our inclusive college culture. These relationships are supported by our Code of Conduct which is based on the following principles: the right to learn, the right to be treated with respect and the right to be safe. In Year 8, we encourage students to develop a sense of inquiry and to start exploring the wider world around them. Alternative instructional models of learning and teaching are required in order to ensure that students are engaged and active in their learning.

In Year 8, students select some of their semester subjects in the Arts and Technology areas. They also participate in Inquiry Based Learning completing cross curricular learning and taking ownership of their learning around a “Big Question”. The courage to dream ‘big questions’ and think creatively allows students to better understand the world in which they live. This handbook will assist in this process and it is important you take the time to plan your desired course. Our staff will support you in planning a rewarding program that will help you achieve your goals.

Bentleigh Secondary College places great emphasis on students working to achieve their very best, and on students challenging themselves.



Ms Helene Hiotis
College Principal



PROMOTION POLICY - YEAR 8

Promotion Policy for Entry to Year 8

ELIGIBILITY CRITERIA

In order for students to gain automatic promotion from one year level to the next, they must satisfy the following criteria:

1. Demonstrated personal learning qualities

- Positive commitment to the Bentleigh Secondary College principles underlying our Code of Conduct.

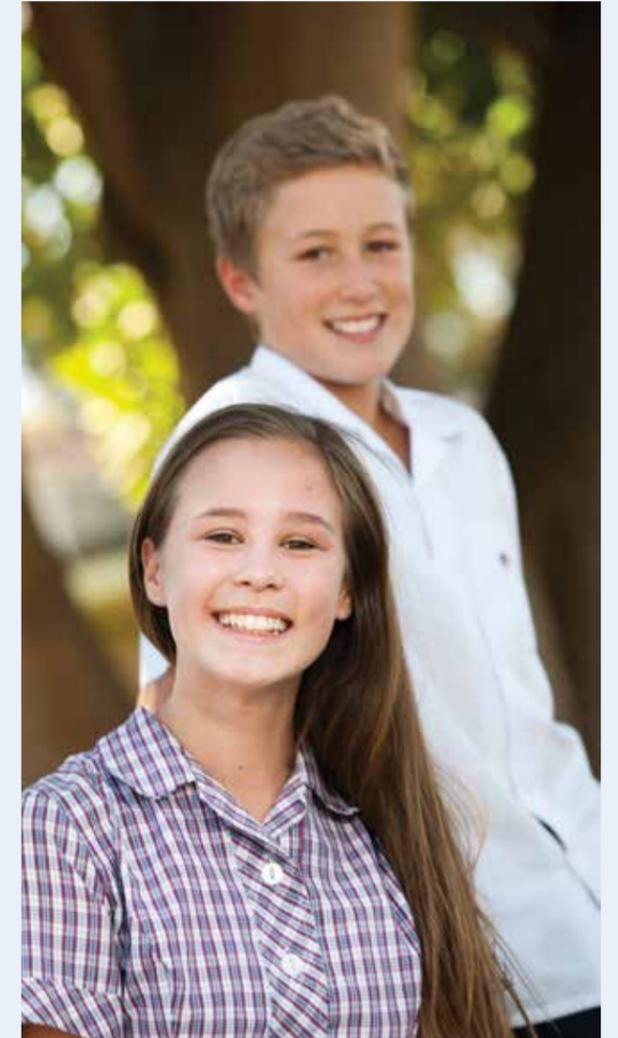
These are:

- The right to learn
- The right to be treated with respect
- The right to be safe
- Regular attendance and punctuality
- Positive relationships with staff and peers
- Positive contribution to curricular and co-curricular activities

2. Academic record

An ‘S’ result in all subjects studied over the year.

NOTE: Students who do not meet this eligibility criteria may be required to present a case to the Promotions Committee. This will normally involve the student, parents, the Head of Year Level and the Assistant Principal.





YEAR 8 CURRICULUM - 2017

Introduction

The Year 8 curriculum is designed to provide students with engaging learning experiences and skill consolidation as outlined by the recently introduced Victorian Curriculum. These will be measured by the Victorian Curriculum guidelines in the core subject areas of English, Mathematics, Science, and Humanities. These learning experiences will be further enhanced through a program of Inquiry Based Learning (IBL) which is designed to provide students in Year 8 with authentic, real life challenges, that are engaging and relevant using an interdisciplinary, work station model for delivery. The IBL program will be delivered during English, Mathematics, Science and

Humanities classes for three weeks of each term when it is running per semester.

The Year 8 curriculum provides students with the opportunity to study four elective subjects (two per semester), in addition to the core subjects of English, Mathematics, Humanities, Science, Language, Health and Physical Education and Sport.

THE PROGRAM FOR ALL YEAR 8 STUDENTS CONSISTS OF:

| SEMESTER 1 | | SEMESTER 2 | |
|-------------------------------|-------------|-------------------------------|-------------|
| English | 5 sessions | English | 5 sessions |
| Maths | 5 sessions | Maths | 5 sessions |
| Humanities | 3 sessions | Humanities | 3 sessions |
| Science | 3 sessions | Science | 3 sessions |
| Languages | 3 sessions | Languages | 3 sessions |
| Elective 1 | 3 sessions | Elective 3 | 3 sessions |
| Elective 2 | 3 sessions | Elective 4 | 3 sessions |
| Health and Physical Education | 3 sessions | Health and Physical Education | 3 sessions |
| Sport | 2 sessions | Sport | 2 sessions |
| Total per week | 30 sessions | Total per Week | 30 sessions |

NOTE: Students who have been identified as requiring additional literacy support will undertake Literacy instead of a Language.



INQUIRY BASED LEARNING - (IBL)

During Terms 1 and 3, Year 8 students will use a more flexible approach to embark on a program of Inquiry Based Learning that will immerse them in an area of study and then students will develop their "Big Question" that they use as the basis for their own inquiry. This program will be undertaken during classes in Mathematics, English, Science and Humanities for a period of three weeks and will incorporate aspects of each of these subject areas. There will be two IBL projects throughout 2018 that will take place in Term 2 and Term 3





STUDENT CODE OF CONDUCT

The aim of the Bentleigh Secondary College Code of Conduct is the development of self-discipline based on the following principles:

- The right to learn
- The right to be treated with respect
- The right to be safe

Responsibilities are attached to these rights. Students who feel safe and secure will be capable of

“Being the best you can be”.

| RIGHTS | RESPONSIBILITIES |
|--|---|
| The right to a positive learning environment. | The responsibility to be punctual, fully equipped, co-operative and prepared to follow instructions and complete set tasks to ensure that lessons proceed without interruption. |
| The right to be secure and to be treated with respect, politeness and understanding, and to feel emotionally secure. | The responsibility to treat others with respect, politeness and understanding. This means students must not engage in any forms of bullying whether it is physical, verbal or cyber bullying. Bullying will not be tolerated at any level. |
| The right to be treated fairly and equally irrespective of individual differences. | The responsibility to treat others fairly and equally irrespective of individual differences. |
| The right to be physically and cyber safe in the school environment. | The responsibility to behave in a way that will not threaten or endanger oneself or others. This includes the responsibility to report any defective equipment or hazards and to follow any rules which are designed to avoid accidents. |
| The right for one's personal school approved belongings to be safe. | The responsibility not to steal, damage or destroy the property of others to hand in any items which are found and to follow any rules which are designed to protect people's belongings. |
| The right to spend time at school in pleasant, clean and well-maintained buildings and grounds. | The responsibility to care for the school environment by keeping grounds and buildings neat and clean, and to correctly dispose of litter. |
| The right to expect the community to support, respect and have pride in the school. | The responsibility to behave and dress in a way so that the community will respect the school. |



PARENT CODE OF CONDUCT

Bentleigh Secondary College values a strong and constructive parent and community connection. Our Learning Community includes students, staff and parents/guardians.

To assist in maintaining a strong and vibrant Learning Community, the college has in place a Student Code of Conduct, a Staff Code of Conduct and a Parent Code of Conduct.

Bentleigh Secondary College expects that parents, visitors and members of the community, will:

- Display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members
- Support procedures and make appointments when there is a concern which needs to be discussed
- Support the implementation of the Student Code of Conduct by:
 - Following attendance and punctuality procedures
 - Supporting the college home study policies
 - Facilitate the development of a college identity by ensuring that students observe the School Uniform Policy
- Support college expectations of student behaviour at the college
- Observe confidentiality when participating in college programs
- Support staff in their educational expectations of children by:
 - Providing the college with any relevant information which will assist their child's education
 - Attend parent teacher interviews and information sessions
 - Read college newsletters and notices via Compass

This Code of Conduct acknowledges the Racial and Religious Tolerance Act 2001 which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion.



HOME STUDY PROGRAM

OBJECTIVES

- To develop organisational and time management skills
- To develop students' capacity to assume responsibility for their own learning
- To encourage students to realise that high aspirations and consistent effort in school and home study maximise the likelihood of success
- To develop a balanced and consistent approach to study at home and at school
- To further the learning partnership between parents, teachers and students through cooperation, communication and common goals

GUIDELINES

- The nature and amount of home study at each Year Level will vary according to individual age, learning needs and contexts
- Students at junior levels are introduced to appropriate tasks, study techniques and time management skills in preparation for senior studies
- Sequential development of these skills assists preparation for the senior years, when individual initiative and planning are vital
- It is also important that home study is balanced by hobby, social and sporting pursuits in order to provide appropriately for individual interests, growth and relaxation

As a general rule the college recommends the following minimum guidelines:

| | |
|---------|----------------------|
| Year 7 | 3-4 hours per week |
| Year 8 | 5-7 hours per week |
| Year 9 | 7-9 hours per week |
| Year 10 | 10-12 hours per week |
| Year 11 | 13-15 hours per week |
| Year 12 | 15+ hours per week |

- It should be recognised that these are only recommendations. Individual differences between students and additional factors, such as varying subject demands, other commitments and family responsibilities would need to be taken into account
- It is the student's responsibility to ensure that work is subsequently completed after absence due to illness, appointments, sporting commitments, religious or other holidays
- A weekly Homework Club is provided by the college in the Library and Learning Centre.



YEAR 8 CORE SUBJECTS

English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The focus of Year 8 English is to read, listen to, view, speak, write, create and reflect on a range of texts including two novels. They appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue. Students develop their basic knowledge of grammar, spelling and punctuation through the use of a textbook. Students partake in Inquiry Based Learning and develop their own line of enquiry through English, Maths, Humanities and Science.

Mathematics

Mathematics in Year 8 continues to introduce content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Through a differentiated curriculum, students are challenged at an appropriate level to develop and extend their skills, understanding and problem solving. In Year 8 the Statistics and Measurement topics are each incorporated into an Inquiry Based Learning unit, showcasing the applications of mathematics in students' worlds.

Humanities

The focus of Year 8 Humanities is to further develop students understanding of the history of societies and geography of the world around them.

In Semester 1 students will study Medieval Europe, Shogun Japan and the impact of the Black Death.

In Semester 2 the focus is on geography: developing students' mapping skills and broadening their knowledge of coastal landforms and sustainable practices.

Science

Science topics in Year 8 cover aspects of the four main areas of study in Science: Biology, Chemistry, Physics and Earth and Space Science. The course is designed to reinforce and build on skills learned in Year 7 Science. The topics covered include: Cells and Reproduction, the Chemical Nature of Matter and Chemical Reactions, Energy Transfers and Transformations, and Body Systems.

As part of the Inquiry Based Learning Program, students study two STEAM projects based around chemical engineering in the context of Asia and Australia and mechanical engineering in the context of Sustainability. Students are taught how to conduct themselves in laboratory situations, carry out practical investigations and write appropriate reports in poster format in preparation for VCE Science. They also conduct research and apply higher order thinking to scientific concepts and knowledge. These skills are assessed in compulsory Common Assessment Tasks which are highly differentiated to cater for a variety of student needs.



YEAR 8 CORE SUBJECTS *Continued...*

Languages

JAPANESE

Year 8 Japanese consolidates basic communicative skills introduced in Year 7 and continues to develop the four skills of reading, writing, listening and speaking. Cultural knowledge and language awareness are further enhanced.

The Hiragana script is reinforced and the second of the scripts, Katakana, is introduced as are more Kanji characters. Students develop the ability to comprehend longer written passages involving a wider range of linguistic elements. The complexity of oral and aural activities continues to increase as does the students' experience in communication in a variety of contexts. Topics covered include food, birthdays, daily and leisure activities, hobbies and transport.

Health and Physical Education

Physical Education in Year 8 offers a wide range of physical and sporting opportunities. Students will participate in core units which involve Fitness, Athletics, Striking and Fielding Games, Net Sports and Invasion Games. Students will be introduced to the basics of varied sports, and have the opportunity to build on their skills throughout the unit. Health Education offers core units focusing on the physical, mental and social aspects of health. This aims to develop skills so students make informed and safe choices in their lives.

Topics include:

- Physical activity and nutrition
- Alcohol and drugs
- Relationships and sexuality
- Mental health
- First Aid

Physical Education and Health classes will provide each student with an understanding of the importance of a healthy lifestyle, making sound nutritional choices and establish a lifelong involvement in physical activity and sport. Students will be equipped with the knowledge and skills to make safe life choices.

Sport

Sport Education in Year 7 and 8 involves the students choosing their own specialised sport and participating on a weekly basis. Most sports involve the student playing competitive inter-school matches against other schools in the Kingston Division. Non-competitive movement based sports are also offered each term. Students will pick a different sport each term, train in their sport and then play the competitive matches for the remainder of the term. If their sport is successful in the weekly Kingston Division, students are able to progress to play in the Southern Metropolitan and State finals.

The Sports offered are:

TERM 1

| | |
|---------------------------|------------------------|
| Boys and Girls Tennis | Boys and Girls Cricket |
| Boys and Girls Volleyball | Girls Softball |
| Boys Baseball | Dance |

TERM 2

| | |
|-----------------------|--------------------------|
| Boys and Girls Soccer | Boys and Girls Badminton |
| Boys AFL | Girls Netball |
| Martial Arts | |

TERM 3

| | |
|---------------------------|-----------------------|
| Boys and Girls Basketball | Boys and Girls Hockey |
| Boys and Girls Futsal | Touch Rugby |
| Table Tennis | |

TERM 4

| | |
|-------------------|-------------------------|
| European Handball | Ultimate Frisbee |
| Soft Lacrosse | Cricket Super 8's |
| Lawn Bowls | Gymnastics/Trampolining |



SELECTION PROCESS

Year 8 students will study two electives per semester.

Selection Rules

1. Students are required to select one elective from Arts and one elective from Technology.
2. Students are required to select a further two electives. These can be chosen from any of the learning areas (students are permitted to select additional electives from Arts and/or Technology).
3. Students will be required to nominate further preferences. Students may be allocated these preferences on the occasion that one of their first preferences is unavailable.

Elective subjects offered at Year 8

| ARTS | TECHNOLOGY |
|---|---|
| <i>Students must choose at least one Arts Subject</i> | <i>Students must choose at least one Technology Subject</i> |
| Art | Design and Technology — Textiles |
| Drama | Design and Technology — Wood |
| Media | Food Technology |
| Music Advanced* | Information Technology |
| Music | |
| Visual Communication and Design | |

* This elective is compulsory for those students in the Year 8 band in 2018.



ELECTIVES – ARTS

Students must choose at least one Arts elective.

Art

This semester based elective focuses on the design, development and completion of a folio of highly finished, two dimensional artworks. Students will initially be given a range of starting points that involve an element of research, drafting and refinement of ideas as a foundation for folio work.

An understanding and consideration of aesthetic qualities will be developed as an important aspect of both the design and finish of artwork. A range of materials, tools, equipment and artistic processes will be explored as part of this elective. Students will be expected to maintain a sketchbook for ideas, designs and written annotations.

Areas of Study

- Dry Media – graphite, charcoal, conté, coloured pencil, water soluble pencil, oil pastel, soft pastel, fine liner, markers
- Wet Media – ink, acrylic, gouache, watercolour
- Research Report – selected Australian artist

Assessment Tasks

- (1) Wet Media – series of paintings
- (2) Dry Media – series of drawings
- (3) Responding to Art – written assessment task

Drama

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor–audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts.

Areas of Study

Exploring dramatic styles and practices, students will create, perform and analyse dramatic pieces. They will look at the way characters are presented to add depth to a performance. Students will also work with dramatic conventions and expressive skills in units of Italian Commedia del ‘arte as well as create performances based on physical characterisations and gesture for performance.

Assessment Tasks

- (1) Group Performances
- (2) Research Tasks
- (3) Script Writing
- (4) Class Workshops

Media

This subject is an introduction to visual communication through popular media technologies. The major area of study is video production, involving a range of creative projects where students develop production skills and explore visual codes and conventions from a practical perspective. Other areas of study include digital photography, radio plays and print media.

Working in production teams, students work on a range of practical, creative projects. They write scripts or create storyboards before taking cameras out of the classroom to shoot footage for their projects. Students edit this footage; adding voice-overs, music, text, images and graphics as needed to create their projects. Finally, they will learn to enhance their products through the use of filters and refined editing techniques.

Areas of Study

- Film construction – learning filming techniques and conventions to construct effective media texts.
- Visual codes – constructing Silent Movies to learn visual literacy and narrative techniques.
- Audio Refinement – using creative projects focussed on audio and quality of audio. Projects may include mock TV commercials, instructional videos and radio plays.
- Literacy – script writing and concept development.
- Teamwork, group work and creative collaboration.
- Use and knowledge of Media Technologies and general IT.
- Print Design – through projects such as film posters or comic books.

Assessment Tasks

- (1) Media Bootcamp – intro to video production
- (2) Visual Literacy
- (3) Audio Refinement
- (4) Print Design

Music — Advanced

Advanced Music is a class specifically for students learning an instrument at Bentleigh Secondary College. To enhance their learning, it is compulsory for all students learning an instrument to choose this elective in Year 8. This subject may be the beginning of a pathway for students who are interested in continuing towards VCE music.

Areas of Study

During this class, students will learn composition techniques, performance skills and solo instrumental studies. The development of theory and aural (listening) skills will include studying AMEB grade 2 theory equivalent material. Students will also undergo regular concert band rehearsals as part of this subject.

Assessment Tasks

- (1) Ensemble performance tasks
- (2) Composition tasks
- (3) Theory and aural exams
- (4) Solo performance tasks

Music

The Year 8 Music class is designed to give students who are not learning an instrument a broad knowledge of music. This wide ranging subject is not necessarily a pathway into VCE music curriculum.

Areas of Study

The aim of this subject is to deliver a practical music education. This will include performance skills in guitar, piano, and African drums. It will also encompass aural (listening) skills, and knowledge of music throughout history.

Assessment Tasks

- (1) Ensemble performance tasks
- (2) Aural theory task
- (3) Solo performance task
- (4) Written task

Visual Communication and Design

Visual Communication and Design introduces students to the diverse approaches that can be used to communicate ideas and information visually. Students develop practical skills in drawing, researching, organizing and selecting information, and developing and refining ideas. These skills are developed over the semester as they work through the design process to produce a variety of visual communications.

Areas of Study

- Two Dimensional drawing – Design developments, orthogonal drawing, symbols.
- Three Dimensional drawing – both freehand and using technical drawing instruments.
- Illustrations.

Assessment Tasks

- (1) Design Process
- (2) Final Presentations
- (3) Analysis of Visual Communications



ELECTIVES – TECHNOLOGY

Students must choose at least one Technology elective.

Design and Technology — Food

This subject focuses on the practical side of cooking. Students have the opportunity to learn about food preparation and presentation.

Areas of Study

- Food safety and kitchen hygiene
- Meal preparation
- Menu planning
- Food labelling and food additives
- International cookery
- Herbs and spices

Assessment Tasks

- (1) Production – Design Briefs
- (2) Folio Presentation
- (3) Evaluation of each practical lesson looking at flavour, colour, texture and appearance

Students MUST bring a container each week to take their products home

Design and Technology — Textiles

Areas of Study

This subject emphasises engagement in investigating, designing, creating, analysing and evaluating processes and products. Students enjoy the practical based/hands on format of the course where they learn to work independently and in groups to achieve set tasks.

As an introduction to the course, students design and produce a simple product as a skill building exercise. They then design and produce a pair of shorts, following the design process. All activities are documented in a folio.

Areas of Study

- Investigating and testing
- Generating design ideas
- Production tasks
- Evaluations
- Planning and managing

Assessment Tasks

- (1) Production – demonstration of practical skills whilst meeting the requirements of design briefs.
- (2) Folio Presentation – documenting investigating, designing, analysing and evaluating.

Design and Technology — Woodwork

This subject is a one semester elective which you can select for Semester 1 or 2. The aim is to extend students skills in investigating, designing, producing, analysing and evaluating a wooden product when working from a design brief.

Areas of Study

Students participate in a range of learning activities which include the following:

- Investigating issues and needs
- Developing design proposals and alternatives using CAD software
- Producing various wooden products demonstrating their practical skills
- Analysing and evaluating outcomes against set criteria

Assessment Tasks

- (1) Production – demonstration of practical skills meeting the requirements of design briefs.
- (2) Folio Presentation – documenting, investigating, designing, analysing and evaluating.

Information Technology

To keep in step with the ever-changing world of IT and the changing needs of students, this course offers a variety of software experiences.

Areas of Study

Students' progress by devising planned approaches to problem solving. This involves documenting the order of, and time allocation for, individual tasks within extended projects. Students use a wider range of ICT tools, techniques and functions to support their thinking processes, to model systems, to solve problems and to create information products for a variety of purposes.

They use the equipment's operating system and software functions to manage their files. Students become more proficient in the use of Internet research tools to locate and download information from a range of sources, and they judge the quality of information, based on set criteria.

Assessment Tasks

- (1) Practical Tasks
- (2) Software Folio





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