



NEWCOMB
SECONDARY COLLEGE



Year 7 and 8
STUDENT
HANDBOOK

2022

GENERAL INFORMATION	1
Key Contact Staff.....	1
Student Support.....	1
COLLEGE FEES AND CHARGES	2
Financial Assistance.....	2
Subject Charges.....	3
YEAR 7 COURSE OUTLINES	4
Year 7 Curriculum.....	5
Year 7 English and Studies of Society & Environment (EASE)	6
Year 7 Mathematics.....	8
Year 7 Science.....	9
Year 7 Physical, Health and Sports Education (PHASE)	10
Year 7 LOTE – Indonesian	11
Year 7 The Arts	12
Visual Arts	12
Instrumental Music	13
Music.....	14
Year 7 Technology	15
Food.....	15
Metal	16
YEAR 8 COURSE OUTLINES	17
Year 8 Curriculum	18
Year 8 English and Studies of Society & Environment (EASE)	19
Year 8 Mathematics	21
Year 8 Science.....	22
Year 8 Physical, Health and Sport Education (PHASE).....	23
Year 8 LOTE (Indonesian).....	24
Year 8 The Arts	25
Visual Arts.....	25
Instrumental Music	27
Year 8 Technology	
Fabric.....	28
Wood.....	29

CONTENTS

GENERAL INFORMATION

KEY CONTACT STAFF 2021 –

(Changes may occur in 2022)

Principal:

Phil Honeywell

Assistant Principals:

Scott McLeod – Senior Years

James Murphy – Junior Years

Careers Advisors:

Maggie Boyanton

Matt Horsted

Year 7, 8 & 9 Team Leader:

Eliza Hunt

Learning Area Leaders:

Arts	Ann Roberts
Technology	Antoni Cantone
English	Tracey Allinson
Health & PE	Cam Goward
LOTE	Aphra Millis
Mathematics	Ben Holz
Science	Phil Walker
Humanities	Ryan Owens

STUDENT SUPPORT

- Teachers at Year 7 and 8 along with Team Leaders at these Year Levels will provide information about subject selection.
- Information nights and parent interviews are held to provide individual support.
- Subject teachers, Team Leaders and Careers Counsellors are all available. **Ask for help!**

COLLEGE FEES AND CHARGES

The College Council has carefully examined the material charges and other costs associated with student education at Newcomb Secondary College. In all year levels there are subject charges (approximate), whilst being kept to a minimum, have been applied. These areas of study include Materials Technology, The Arts and Information Technology.

There are a number of additional charges that will apply to all students in 2022. For example:

- Student Organiser (Diary) - \$ 16.00 (approximately)
- Locker Maintenance - All Years - \$5.00
- Communication Levy – All Years - \$10.00
- Combination Lock - \$10.00
- Printing credit can be purchased from the General Office
- Library Trust Donation (Optional and is tax deductible*)
- Building Trust Fund Donation (Optional and is tax deductible**)

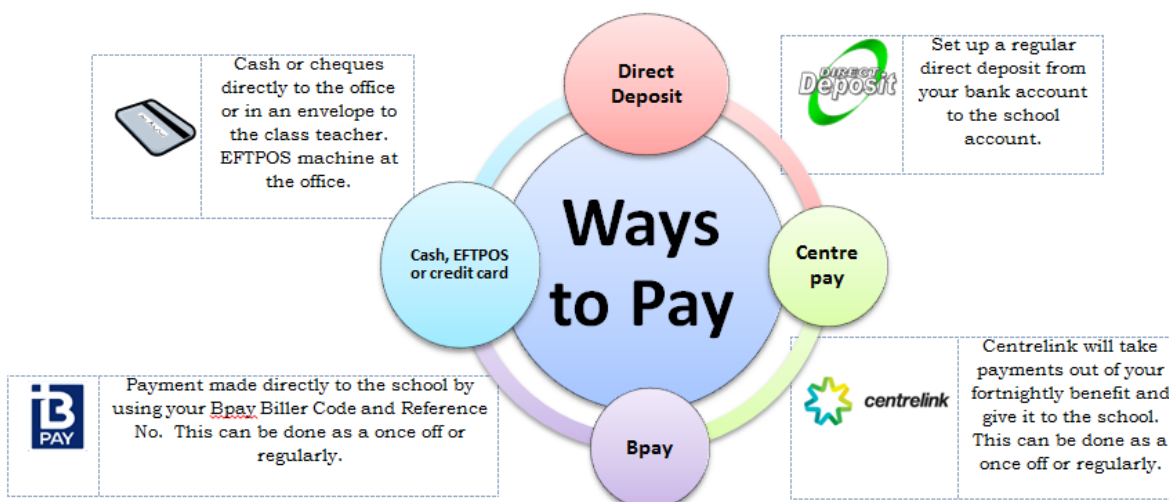
*As part of the recent refurbishment, Newcomb Secondary College now has an excellent Library Resource Centre (LRC) available to its staff and students. The LRC staff are constantly looking to improve and update resources in this area, particularly in relation to information technology equipment. To enable the College to purchase further resources, Newcomb Secondary College has set up a Library Trust Fund to enable parents to make a Tax Deductible donation to this Fund. This Fund can only be used for purchasing library resources such as books, IT/AV equipment. In recent times through the generosity of families the LRC has purchased laptops and VTR Digital equipment used for recording educational programs for use in class. Your support of this program would be appreciated and a tax deductible receipt will be forwarded home to you.

**In 2015 Newcomb Secondary College also introduced a Building Trust Fund which would enable parents to donate to improving the school buildings. This donation would be tax deductible.

Financial Assistance

Families experiencing difficulty in paying fees and charges by the due date can arrange a payment plan by contacting:
Business Manager, Ms Tansy Young.

There are several avenues to pay your account.



Enquire at the College Administration office if you would like to know more.

Please note: The following table is provided to assist families with the costs of subjects in 2022. **It is based on 2021 charges and is subject to change. We ask that parents become familiar with the subjects and related (approximate) costs of the subjects chosen by their children.** All subject charges will be listed on the family account and forwarded out early in Term 1 2022 for payment.

Year 7 Subject Charges in 2021		
Year Level		Yearly
7	Arts Music (<i>Term Subject</i>)	\$15.00
7	English	\$18.00
7	EASE – Class Sets	\$10.00
7	Mathematics – Online Maths Resource	\$65.00
7	Mathematics Materials	\$10.00
7	LOTE Indonesian	\$15.00
7	Science	\$20.00
7	Technology – Food (<i>Semester Subject</i>)	\$35.00
7	Technology – Metal (<i>Semester Subject</i>)	\$40.00
7	Visual Arts (<i>Semester Subject</i>)	\$35.00
7	<i>*OPTIONAL Instrumental Music Program</i>	<i>\$60.00</i>
7	<i>*OPTIONAL Musical Instrument Hire</i>	<i>\$60.00</i>

Year 8 Subject Charges		
Year Level		Yearly
8	The Arts	
	Art (<i>Term Subject</i>)	\$30.00
	VCD (<i>Term Subject</i>)	\$15.00
	Media (<i>Term Subject</i>)	\$15.00
8	Music (<i>Term Subject</i>)	\$15.00
8	EASE Class Set	\$10.00
8	English	\$20.00
8	LOTE Indonesian/Culture	\$20.00
8	Mathematics – Online Maths Resource	\$65.00
8	Science	\$20.00
8	Technology – Wood (<i>Semester Subject</i>)	\$25.00
8	Technology – Fabric (<i>Semester Subject</i>)	\$25.00
8	<i>*OPTIONAL Instrumental Music Program</i>	<i>\$60.00</i>
8	<i>*OPTIONAL Musical Instrument Hire</i>	<i>\$60.00</i>

NOTE

Parents need to be aware that many subjects have additional excursions during the year, such as Scienceworks, IMAX Theatre, Playhouse, Museums etc. Costs of these excursions will be advised at the time of the excursion and student participation in these special events is subject to full payment being received **prior** to the event. All students in Years 7 to 12 are required to purchase a compulsory College Student Organiser.



YEAR 7

COURSE OUTLINES

YEAR 7 CURRICULUM

Overview

At Year 7 all students undertake a full course of study that encompasses all Learning Areas.

English and Studies of Society and Environment (EASE)

Taught as an integrated subject

Mathematics

Science

Physical, Health and Sport Education (PHASE)

Languages Other Than English (LOTE)

Indonesian

The Arts

Visual Arts

Drama

Music

Instrumental Music

(Optional For All Students)

Getting Ready for the Outside World (GROW)

Technology

Materials & Technology - Food

Materials & Technology – Wood

Year 7 English and Studies of Society and Environment EASE

Note: In Year 7 English and Studies of Society & Environment are taught together as an integrated subject.

COURSE STRUCTURE



- All activities take place in the three communication modes: speaking and listening, reading and writing.
- Texts studied and produced consist of any communication involving language, including literature, everyday texts such as advertisements and letters, and mass media texts.
- Students learn how the use of language varies according to differences in situations, purposes and audiences.
- Students study the mechanics of language, including punctuation, sentence structure, organisation of texts, vocabulary and variations in oral presentation.

- Students learn techniques and strategies to use in order to read, write, speak and listen more effectively.
- To introduce students to the basic skills of geography and history, and through this gain an understanding of good citizenship.
- Students will be expected to investigate using a variety of types of data and resources to gain information.
- Communicate findings in a variety of ways.
- Participate in a wide range of classroom learning activities.

CONTENT/SKILLS

➤ **Reading:**

Students will be involved in two reading sessions, held weekly in the Learning Resource Centre. For those students who need extra support in reading, they will be tutored in small groups at their reading level. There will be a variety of engaging class activities to develop reading strategies and interest in reading for those students at standard or above. Students will be encouraged to read and respond to a wide range of books of their choice, in small groups with reciprocal teaching of reading strategies to further extend their reading skills. They will read and study a number of novels throughout the year.

➤ **Writing:**

Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. They will record their writing ideas and drafts in their writer's notebook.

A writer's notebook is not a diary! Writers need a place to record these reactions. That's what a writer's notebook is for. It gives you a place to write down what makes you angry or sad or amazed, to write down what you noticed and don't want to forget. A writer's notebook gives you a place to live like a writer.

The steps in the Writers Workshop:

- Students take notes on the explicit mini-lesson; Students try the revision or editing strategy in their notebooks with a common text;
- Students go back to their writing/reading to use the strategy; and
- Students refer to their notebooks as a resource when trying the new strategy and for conferencing with their peers and teachers.

- Once a draft is complete students rewrite onto paper and revise through the writing process steps: Pre-writing; drafting; revising; editing and publishing.
- Students revise their work with the 6 + 1 Traits of Writing: Ideas/content; organisation; voice, word choice, sentence fluency, conventions and presentation.

➤ **Speaking:**

- Reading aloud from texts, plays, poetry and other material.
- Participating in group/class discussions; presentations; short talks.
- Emphasis on language, volume, pace, expression and articulation.

➤ **Listening:**

- Students will be helped to develop good listening skills through a variety of classroom activities, involving poetry, plays, stories, music, videos, peers, teachers and guest speakers.

HISTORY, GEOGRAPHY, ECONOMICS, CIVICS AND CITIZENSHIP COMPONENT OF ENGLISH/HUMANITIES INTEGRATED SUBJECT

CONTENT

- **Ancient Past**
- **Rome**
- **Polynesian History**

ASSESSMENT TASKS

Student's assessment will be based on the completion of the class assignment work. Assessment grades given for the semester will be based upon:

- Maintenance of a thorough and well organised workbook.
- Research assignments and presentations (per Course Outline Sheet).
- Topic Tests and minor class assessments.

Year 7 Mathematics



AIMS

- To develop number skills and computational skills.
- To develop geometric concepts and skills in 2 dimensions and 3 dimensions.
- To develop measurement techniques.
- To develop estimation and approximation.
- To develop problem solving techniques and strategies.
- Applying mathematics to everyday situations.

Content/Skills

- Content Strands:
 - Number and Algebra.
 - Measurement and Geometry.
 - Statistics and Probability.

- Proficiency Strands:
 - Understanding.
 - Fluency.
 - Problem Solving.
 - Reasoning.

Students will access activities from the Mathematics Task Centre for related hands-on activities.

Students will use Manga High for additional online learning.

ASSESSMENT/WORK REQUIREMENTS

- The keeping of an organised workbook.
- Problem solving exercises.
- Homework.
- Projects.
- Tests.

COST

\$65 levy which includes a full subscription to the online program Maths Pathway. This replaces the cost of a Maths text which is no longer required <http://www.mathspathwya.com/>.

Year 7 Science

AIMS

- To help students gain scientific knowledge across the two Curriculum areas:
 - Science and understanding.
 - Science inquiry skills.
- To develop skills so that students can better understand the world in which they live.



CONTENT/SKILLS

- Introduce the science laboratory.
- Develop scientific skills.
- Safe use of a range of science equipment within a science Laboratory.
- Differences within and between groups of organisms including classification.
- Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.
- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.
- Predictable phenomena, including seasons and eclipses, are caused by the relative positions of the sun, earth and the moon.
- Some of Earth's resources are renewable, but others are non-renewable.
- Water is an important resource that cycles through the environment.
- Change to an object's motion is caused by unbalanced forces acting on the object.
- Earth's gravity pulls objects towards the centre of the Earth.

ASSESSMENT/WORK REQUIREMENTS

Students would be expected to:

- Maintain a thorough and well-organised workbook completing set research assignments including homework.
- Effectively participate in and report on practical activities.
- Prepare adequately for and attempt all tests.
- Participate in extension activities as recommended, e.g. field trips.

Year 7 Health and Physical Education

Physical, Health & Sport Education (PHASE)



WHAT ARE WE GOING TO DO?

A wide variety of activities: skills practices in pairs and small groups, mini games, relays, competitions, tabloids, worksheets, videos, excursions, fitness tests based on the following:

Athletics

Badminton

Basketball

Football/Soccer

Cricket

Tee Ball

Fitness Netball

Hockey

Lacrosse

Volleyball

Minor games

Classes will rotate through three units each term.

Health Education in relation to 'what is health'. The areas of study are: stages of growth and development, puberty and adolescence, personal identity and relationships.

WHY ARE WE DOING IT?

- To participate in regular physical activity to improve our health and fitness.
- To improve our skills and refine our techniques.
- To understand the game strategies that can help improve our performance.
- To build good relationships with others and improve our teamwork.
- To understand all the changes that are taking place in our lives at this stage.
- To gain knowledge so we make healthy choices.

WHAT ARE YOU EXPECTED TO DO?

- Bring your correct uniform to every class and be ready to participate at your best.
- Be well behaved and follow all class rules.
- Show respect for others at all times.
- Show improvement in your skills, game strategies and healthy choices.

Year 7 LOTE Indonesian



WHAT ARE WE GOING TO DO?

- We will learn about Indonesian language and culture and at the same time learn about our own language and culture.
- We will use our textbooks, computers and audio-visual materials to build our knowledge.
- We will be reading, writing, listening and speaking in Indonesian! We will study four main topics to guide our learning.
- We will be using Indonesian to communicate in class. We will work individually, in pairs and in teams to achieve our best in this course.

WHY ARE WE DOING IT?

To develop the important skills of:

- Understanding and accepting differences and similarities in cultures around the world.
- Being able to speak and understand another language.
- Understanding the role of grammar in language. This gives us a better understanding of the English language.
- Becoming a mature, responsible individual who can cooperate with others in the classroom to get things done together.

ASSESSMENT TASKS

Work you **must do** to satisfactorily complete the course.

- You'll have an organised writing book.
- To participate in all class activities including reading, writing, speaking and listening assessments.
- You'll have to operate at the best of your ability and have a homework routine too.

Year 7 The Arts – Visual Arts

An engaging introduction to elements of 2 Dimensional Art, 3 Dimensional Art, Visual Communication and Design and Media.



AIMS

Work towards producing a **folio** of completed artworks in a range of media:

- Pencil (grey lead and coloured).
- Acrylic paint.
- Oil and/or soft pastel.
- Collage.
- Clay.
- Plasticine.

You will maintain an A3 Visual Diary documenting:

- Sources of inspiration.
- Designs and options.
- Reasons for your choices and writing about your ideas.
- Development of your folio works.
- Your evaluations of the finished works.
- Documenting processes, skills, key art terms.
- You will **research** a style of Art from a particular country or era.

CONTENT/UNITS OF WORK

Portrait, Australian Superhero, Wayang Kulit, Seascape Painting, Symbol-Indigenous Art, Ceramics, Facepot.

ASSESSMENT TASKS

- A folio of completed artworks.
- A3 Visual Diary documenting the process of creating an artwork.
- Research investigation.

Year 7 The Arts - Instrumental Music

* Optional For All Students



CONCERT BAND PROGRAM

Instrumental music is an integral part of the College music program, providing students with the opportunity to gain skills on concert band instruments. These instruments are clarinet, flute, saxophone, oboe, trumpet, trombone, euphonium, tuba, bass guitar and percussion. Students in this program also participate in the College bands. Participation in this program can lead to VCE Music studies.

AIMS

- Students to gain skills in playing a musical instrument.
- To gain knowledge of a wide variety of musical styles.
- To gain aural perception.
- To gain an appreciation of music through participation.
- Participation in the College band program.

CONTENT/SKILLS

- Arts Practice: Students will undertake a weekly half hour lesson on their instrument, gaining skills in the technique for their instrument, performance technique, aural perception and musical style. Through participation in the band program they will develop performance skills and work with a wide variety of musical styles.

COST OF CONCERT BAND PROGRAM

- Tuition is provided free of charge. Instrument hire is available from the College for the year.

COLLEGE BANDS

- Newcomb Secondary College has three concert bands and two jazz bands. These bands perform at both College and community events throughout the year.

Year 7 The Arts - Music



AIMS

Work on developing performance skills using the keyboard, including:

- finger technique
- rehearsal skills
- rhythmic skills

You will work on developing an understanding of basic music theory:

- note and rest values
- time signatures
- notation
- expressive markings

You will complete two compositions which will include:

- Using a range of composing styles.
- The pentatonic scale.
- Application of the theory learnt.
- Use of ICT.
- Creativity.

You will develop Listening/Aural skills, including:

- Recognition of different musical instruments.
- Recognition of basic intervals and chords.

CONTENT

- Explore and express ideas
 - Develop music language
 - Develop music ideas through composition and performance
- Music practices
 - Create, practice and rehearse music
 - Develop performance skills
 - Structure compositions using notation
 - Develop aural skills
- Present and perform
 - Rehearse and perform music they have learnt and composed
- Respond and interpret
 - Analyse the elements of music when listening to different styles of music

ASSESSMENT TASKS:

Work you **MUST** submit to complete the course

- A solo keyboard performance of a piece of music chosen by the student.
- Theory worksheets.
- Listening Journal.
- Composition (Garage Band).
- Composition (Pentatonic Melody).

Year 7 Technology

Food



WHAT ARE WE GOING TO DO?

To develop the important skills of:

Investigating: Students will examine a variety of different food groups and investigate a particular food, its processing and the range of products available.

Designing: Students will be introduced to the design process and throughout the semester they will design two of their own recipes. These will also be self-evaluated.

Producing: Students will prepare a variety of meals and baked products utilising a number of skill and techniques. Students will also prepare self-designed meals.

Evaluating: Evaluation will be based on the work methods and final product.

Community: To emphasise the importance of being part of a community group.

WHY ARE WE DOING IT?

- To promote a sound knowledge and understanding of particular foods and preparation of them.
- To introduce good nutritional practices.
- To introduce practical cooking skills.
- To encourage independence in class work.
- To develop co-operative group work.

ASSESSMENT TASKS: WORK YOU MUST SUBMIT TO COMPLETE THE COURSE

- Weekly work sheets.
- A fruit and vegetable investigation.
- A slice investigation.
- Design Task: Yummy muffins.
- Design Task: It's a wrap.
- Design Task: Home alone.
- Weekly production work.
- Evaluation tasks (weekly as part of the design tasks).

Year 7 Technology

Metal



WHAT ARE WE GOING TO DO?

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

- An investigation report presenting information gathered about types of metal.
- Practical projects to develop skills in tool use and joining and shaping different materials.
- Design and problem solving activities.

WHY ARE WE DOING IT?

To develop the important skills of producing models using:

- Knowledge of Tools.
- Appropriate Selection of Tools.
- Health and Safety Procedures.
- Processes and Techniques.
- Working in Groups.

Investigating and Designing by:

- Undertaking research.
- Generating ideas by drawing.
- Refining ideas.
- Evaluation.

ASSESSMENT TASKS:

Work you **MUST** submit to complete the course

- Investigation report.
- Design activities.
- Production pieces.
- Evaluation of production pieces.



YEAR 8

COURSE OUTLINES

YEAR 8 CURRICULUM

YEAR 8 CURRICULUM

OVERVIEW

At Year 8 all students undertake a full course of study that encompasses all Learning Areas.

English and Studies of Society and Environment (EASE)

Taught as an integrated subject

Mathematics

Science

Physical, Health and Sport Education (PHASE)

Languages Other Than English (LOTE)

Indonesian

The Arts

Visual Arts

Instrumental Music (Optional For All Students)

Getting Ready for the Outside World (GROW)

Technology

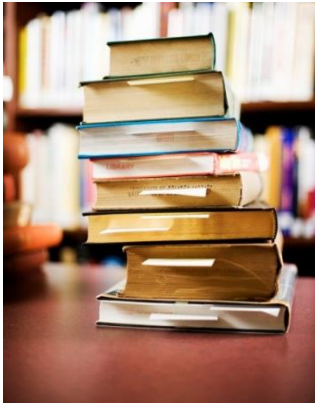
Materials & Technology - Fabric

Materials & Technology - Wood

Year 8 English and Studies of Society and Environment EASE

Note: In Year 8 English and Studies of Society & the Environment are taught together as an integrated subject.

COURSE STRUCTURE



- All activities take place in the three communication modes: speaking and listening, reading and writing.
- Texts studied and produced consist of any communication involving language, including literature, everyday texts, letters and media text.
- Students learn how the use of language varies according to different contexts and audiences. Students investigate the purpose of different writing structures.
- Students cover the mechanics of language, including punctuation, sentence structure, organization of texts vocabulary and oral presentation.
- Geography skills of mapping are extended and the location of various countries in the world and the impact of their location on the inhabitants. Global issues of sustainability are covered in considering desert and rainforest locations and the impact that mankind has made on these environments. Students will investigate and comment on these areas.
- Historical skills will investigate ancient civilizations and the contributions they have made on present day life. Students will investigate these civilizations, interpret data, draw conclusions and formulate a view based on the student's individual opinion.



CONTENT/SKILLS

➤ Reading:

- Students will be involved in a levelled reading program to meet their individual needs.
- Students will select different texts and engage in reading for a sustained period of time.
- Students will read and respond to a variety of texts including the assigned novel.
- Students will increase their understanding of using the Learning Resource Centre, looking at a range of resources available and the development of a bibliography to site work used in assignments.

➤ Writing:

- Students will participate in a structured writing program to meet their point of need.
- A writing folio will be completed displaying a range of pieces and styles including: Persuasive Essays, Instructional Writing and a range of Narratives.
- Students will develop structural skills in writing focussing on correct grammar, sentence structure, paragraph formation, intention and particular audience.
- Spelling and vocabulary will continue to develop to a comprehensive understanding of two and three syllable high frequency words.

- Word processing and structure using ICT will be a focus including programmes such as MS Word, Publisher and PowerPoint.

Speaking & Listening:

- Reading aloud from texts, poetry, plays, media and other material.
- Group discussions, presentations, debates and responses to questions from teachers. Students will formulate oral responses to a range of situations.
- Emphasis will be placed on expression, fluency, volume, articulation, stance and eye contact when giving formal oral presentations.
- Students will develop good listening skills through a variety of activities including, plays, stories, music, audio/visual text, peers, teachers and guest speakers.

HISTORY, GEOGRAPHY, ECONOMICS, CIVICS AND CITIZENSHIP OF ENGLISH AND HUMANITIES STUDIES:

CONTENT

Term 1 Democracy History of Geelong	Term 3 Deserts and Rainforests Mongolia
Term 2 China	Term 4 Careers The Real Game

ASSESSMENT/WORK REQUIREMENTS

Student assessment will be based on the completion of class and assignment work. Assessment grades given for end of semester reports will be based upon:

- Maintenance of a thorough and well organised workbook.
- Research assignments and presentations.
- Topic tests and minor class-work assessments (China & Democracy Tests).
- The Real Game/Careers.
- Investigation of a local or global issue.

Year 8 Mathematics

$$\int \frac{x+5}{x^2-2x-3} dx$$
$$\frac{5}{-3} dx = \int \frac{2}{x-3} dx - \int \frac{1}{x+1}$$
$$= 2 \ln(x-3) - \ln(x+1)$$
$$= \ln \frac{(x-3)^2}{x+1} + C$$

AIMS

- To develop number skills and computational skills.
- To develop geometric concepts and skills in 2 dimensions and 3 dimensions.
- To develop measurement techniques.
- To develop estimation and approximation.
- To develop reading, interpreting and constructing tables and graphs.
- To develop problem solving techniques and strategies.
- To develop applying Mathematics to everyday situations.

CONTENT/SKILLS

- Content Strands
 - Number and Algebra.
 - Measurement and Geometry.
 - Statistics and Probability.
- Proficiency Strands
 - Understanding.
 - Fluency.
 - Problem Solving.
 - Reasoning.

Students will access activities from the Mathematics Task Centre for related hands-on activities.

Students will use Manga High for additional online learning.

ASSESSMENT/WORK REQUIREMENTS

- The keeping of an organised workbook.
- Problem solving and investigative tasks.
- Tests.
- Projects.

COST

\$65 levy which includes a full subscription to the online program Maths Pathway. This replaces the cost of a Maths text which is no longer required <http://www.mathspathway.com/>.

Year 8 Science



AIMS

- To help students gain scientific knowledge across the two Victorian Curriculum disciplines:
 1. Science and understanding.
 2. Science inquiry skills.
- To develop skills so that students can better understand the world in which they live.

CONTENT/SKILLS

- Investigating cells as the basic units of living things and have specialised structures and functions, using microscopes.
- Investigating multi-cellular organisms that contain systems of organs that carry out specialised functions which enable them to survive and reproduce.
- Exploring properties of the different states of matter can be explained in terms of the motion and arrangement of particles.
- Looking at differences between elements, compounds and mixtures that can be described at a particle level.
- Investigating chemical changes that involve substances reacting to form new substances.
- Looking at the rock cycle; sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of time scales.
- Exploring energy as it appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.
- Conduct an extended engineering project.

ASSESSMENT/WORK REQUIREMENTS

Students would be expected to:

- Maintain a thorough and well-organised workbook completing set assignments including homework.
- Effectively participate in and report on practical activities.
- Prepare adequately for and attempt all tests.
- Participate in extension activities as recommended, e.g. field trips.

Year 8 Health & Physical Education

Physical, Health & Sport Education (PHASE)



AIMS

- To participate in regular activity to improve our health and fitness.
- To improve our skills and refine our techniques.
- To understand the game strategies that can help improve our performance.
- To build good relationships with others and improve our teamwork.
- To gain knowledge, so we make healthy decisions and minimise harm.

CONTENT/SKILLS

A wide variety of activities (such as skills practices in pairs and small groups, mini games, relays, competitions, tabloids, worksheets, videos, excursions, fitness tests) based on the following:

Athletics	Cricket	Football Codes
Fitness	Hockey	Basketball
Netball	Minor games	Badminton
Volleyball	Tennis	
Softball	Circuit Training	

Classes will rotate through three units each term.

Health Education in relation to: decision-making, risk taking behavior, drugs with a focus on smoking, illicit drugs and alcohol.

WHAT ARE YOU EXPECTED TO DO?

- Bring your correct uniform to every class and be ready to participate at your best.
- Be well behaved and follow all class rules.
- Show respect for others at all times.
- Show improvement in your skills, game strategies, and health choices.

Year 8 LOTE - Indonesian



WHAT ARE WE GOING TO DO?

- We will build on our Indonesian language and cultural knowledge and at the same time learn more about our own language and culture.
- We will use our textbooks, computers and audio-visual materials to build our knowledge.
- We will be reading, writing, listening and speaking in Indonesian! We will study four main topics to guide our learning.
- We will be using Indonesian to communicate in class.
- We will work individually, in pairs and in teams to achieve our best in this course.

WHY ARE WE DOING IT?

To develop the important skills of:

- Understanding and accepting differences and similarities in cultures around the world.
- Being able to speak and understand another language.
- Understanding the role of grammar in language. This gives us a better understanding of the English language.
- Becoming a mature, responsible individual who can cooperate with others in the classroom to get things done together.

ASSESSMENT TASKS

Work you **must do** to satisfactorily complete the course.

- You'll have an organised writing book.
- To participate in all class activities including reading, writing, speaking and listening assessments.
- You'll have to operate at the best of your ability and have a homework routine too.

Year 8 The Arts – Visual Arts



Further exploration and development of skills, processes and concepts in the areas of 2 Dimensional Art, 3D Art, Visual Communication and Design and Media.

AIMS

Work towards producing a **folio** of completed artworks in a range of media

- Pencil (grey lead and coloured).
- Acrylic paint.
- Oil pastels and/or soft pastel.
- Collage.
- Clay.
- Paper mache and/or modrock.

You will maintain an A3 Visual Diary documenting:

- Sources of inspiration.
- Designs and options.
- Reasons for your choices and writing about your ideas.
- Development of your folio works.
- Your evaluations of the finished works.
- Documenting skills, processes and concepts.
- Key art terms.

You will **research** a style of Art from a particular country or era.

CONTENT

To develop the important skills of:

Explore and represent ideas

- Identify sources of inspiration
- Explore ways to use creativity
- Problem Solving
- Use brainstorming and mind mapping to document ideas

Visual Arts practices

- Use of appropriate technology
- Improving drawing skills
- Manipulate and use a variety of media and materials (2D and 3D) whilst documenting techniques and processes.
- Developing “Arts” language.

Present artworks

- Understand the importance of presenting work visually
- To finish and present artworks appropriately

Respond and interpret

- Analysing and developing understanding about your own and other peoples' work
- Expressing personal and informed judgments about artworks
- Developing "Arts" language
- Applying the knowledge other artworks to our own work

ASSESSMENT TASKS

- A folio of completed artworks.
- A3 Visual Diary documenting the process of creating an artwork.
- Research investigation.

Year 8 The Arts

Instrumental Music

* Optional For All Students



CONCERT BAND PROGRAM

Instrumental music is an integral part of the College music program, providing students with the opportunity to gain skills on concert band instruments. These instruments are clarinet, flute, saxophone, oboe, trumpet, trombone, euphonium, tuba, bass guitar and percussion.

Students in this program also participate in the College bands. Participation in this program can lead to VCE Music studies.

AIMS

- Students to gain skills in playing a musical instrument.
- To gain knowledge of a wide variety of musical styles.
- To gain aural perception.
- To gain an appreciation of music through participation.
- Participation in the College band program.



CONTENT/SKILLS

- Arts Practice: Students will undertake a weekly ½ hour lesson on their instrument, gaining skills in the technique for their instrument, performance technique, aural perception and musical style. Through participation in the band program they will develop performance skills and work with a wide variety of musical styles.

COST OF CONCERT BAND PROGRAM

- Tuition is provided free of charge. Instrument hire is available from the College for the year.

COLLEGE BANDS

Newcomb Secondary College has three concert bands and two jazz bands. These bands perform at both College and community events throughout the year.

Year 8 Technology – Fabric



WHAT ARE WE GOING TO DO?

- We are going to design and produce a decorative shaped cushion cover for a specific person or purpose.
- We will screen-print the surface.
- We will embellish the print with beads, sequins, threads and fabrics.
- And we will construct the cover using a sewing machine.
- Our cushions will be closed with buttons, press studs, velcro, ties or a zip.
- We will look at our work to evaluate it and assess our progress.
- We will look at the work of each other and commercially produced cushions.
- We will record our progress throughout the semester in a journal in our workbooks.

WHY ARE WE DOING IT?

- To develop the important skills of:

Investigating and Designing

- Designing for a purpose.
- Making appropriate choices.
- Becoming aware of health and safety issues.

Producing

- Printing and sewing skills.
- Developing a sense of personal style.
- Learning to think about time management.
- How we can build on the knowledge and skills we are developing.

Analysing and Evaluating

- Appreciating handmade, individual pieces.
- Looking at the function, design and quality of similar products.
- Making objective, informed judgements.

ASSESSMENT TASKS:

Work you **MUST** submit to complete the course:

- Workbook – checklist of items on page 32 of your workbook.
- Design and production of your cushion.

Year 8 Technology – Wood



WHAT ARE WE GOING TO DO?

Work towards a folio of completed 3D Models in a range of media and techniques:

- Pencil Storage box.
- Noughts and Crosses Game.
- Chopping Board.
- Design and construction of a timber serving tray.

You will maintain documentation for:

- Designs and options.
- Your evaluations of the finished work.
- Safety precautions working with timber.

You will research and produce a written assignment on timber and timber harvesting.

WHY ARE WE DOING IT?

To develop the important skills of producing models using:

- Knowledge of tools.
- Appropriate selection of tools.
- Health and safety procedures.
- Processes and techniques.
- Working in groups.

Investigating and Designing by:

- Undertaking research.
- Generating ideas by drawing.
- Refining ideas.
- Evaluation.