



MORDIALLOC COLLEGE

Year 8 Program

A BETTER CHOICE IN EDUCATION

Inspiring Tomorrow's Leaders



2017

• PERSONAL BEST • INTEGRITY • RESPECT • RESPONSIBILITY



Dear Students, Parents and Carers,

Welcome to the Year 8 program at Mordialloc College. The Year 8 teaching team consists of a highly skilled and motivated group of teachers and we look forward to working alongside you throughout 2017.

The Year 8 program at Mordialloc College sees students immersed in a comprehensive range of learning activities throughout the course of the year. They participate in a diverse range of core, specialist and elective subjects, and utilise a range of flexible learning spaces throughout the College, whilst basing themselves in the Year 8 Enquiry Zone. The program also includes an exciting mix of extra-curricular activities including an adventure camp, a range of excursions and sports days.

The following handbook provides information about the development of the Year 8 program, Victorian curriculum requirements, student learning across the Year 8 program and learning within specialist and elective subject areas.

We hope you enjoy your time as a part of the Year 8 Learning Community in 2017. Parent support of the program and the school values is vital to the development of happy and successful secondary students.

Best wishes,

The Year 8 Learning Team

The Victorian Curriculum F-10

The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities and sets out what every student should learn during their first eleven years of schooling.

The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. It is a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F-10 is defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

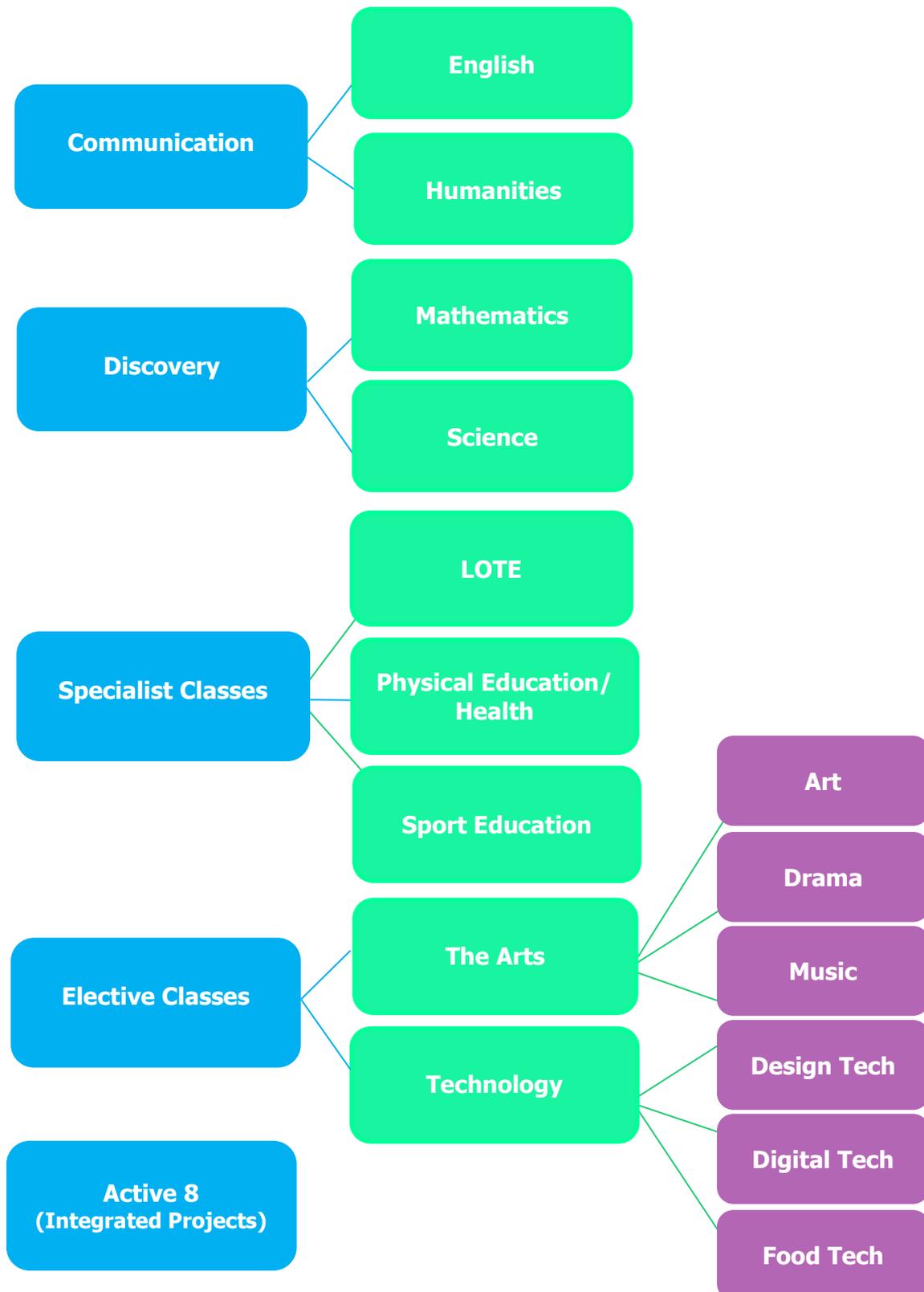
The design of the Victorian Curriculum F-10 is set out below:

Learning areas	Capabilities
<p>The Arts</p> <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design <p>English</p> <p>Health and Physical Education</p> <p>The Humanities</p> <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History <p>Languages</p> <p>Mathematics</p> <p>Science</p> <p>Technologies</p> <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>

INTEGRATED LEARNING

Mordialloc College provides each student in Year 8 with a comprehensive education. Every student will experience a balanced program encompassing all learning areas. In addition, all students will be involved in Sport Education, where they compete against other schools in a regular round robin competition on a Friday afternoon. They will also have many other opportunities to enrich their education through productions, the music programs, House competitions and clubs.

Each student's learning program is divided into 5 main areas, Discovery (Maths and Science), Communication (English and Humanities), Active8 (integrated project time), specialist classes and both Physical Education/Health and Sport Education. The Active8 sessions will see students engaging in enquiry and project based learning including designated applied learning experiences. Areas covered are:



iPad Program

The purpose of this program is to allow students to thrive as global citizens in the 21st Century. The program is a continuation from the 1:1 iPad program in Year 7. The students access their textbooks, curriculum and planning tools on their device and they can complete and submit their work electronically by 'sharing' the documents with their teacher via our Year 8 Google Site. They are able to record and present their learning in new and innovative ways.

DISCIPLINARY LEARNING - COMMUNICATION COMMUNICATION - ENGLISH

The standards required in English at this level include:

- Writing an argument and defining a personal position
- Using correct spelling, grammar and punctuation
- Critically evaluating the spoken language of others, asking clarifying questions and identifying important ideas while listening to other people
- Responding to a variety of texts. Students are encouraged to read widely. The school provides some texts and others are purchased by parents through the booklist. The set texts provide a common background for analysis and discussion while wide reading schemes encourage the power of discrimination

Students are also encouraged to participate in group and class discussions and planned and spontaneous speaking and listening activities such as performance, poetry readings, text response, prepared and impromptu talks, public speaking and debating. Writing skills are developed with an emphasis on the process of drafting and editing. Students will be encouraged to experiment with a variety of styles and modes and will write for various purposes and audiences. English at our school is exciting and it invites every student to become fully involved as a writer, debater, actor and critic - but most importantly, a participant.

EAL students are provided with special assistance within and outside the classroom.

COMMUNICATION - HUMANITIES

The Humanities component of the integrated Year 8 curriculum encourages students to investigate the behaviour of people in all their different environments throughout the ages. Students develop research, process and interpretation skills to enable them to analyse events and issues, construct hypotheses and make informed judgements.

GEOGRAPHY

Students use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the Asia-Pacific region, including location, economics and social and cultural characteristics of communities and countries. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions: for example, settlement patterns and agricultural and urban land use.

HISTORY

Students develop knowledge and understanding of the Medieval Period in both Japan and Europe and their role in providing the foundations of modern society. This enhances students' knowledge and use of historical concepts such as time, change and continuity and cause and effect, and develops a broad historical map. Students also examine key features of community life, how societies are ruled and by whom and the strengths and weaknesses of historical sources and historical information.

ECONOMICS

Students develop an understanding of their role in the economy and learn how different events and circumstances influence how markets operate. Students learn key economic vocabulary and concepts relating to the Australian economy.

DISCIPLINARY LEARNING - DISCOVERY

DISCOVERY - MATHEMATICS

The Mathematics component of the Year 8 curriculum has been developed to encourage students to build their Mathematics skills and knowledge through participating in learning that is firmly linked to real life situations. Mathematics can be fun, interesting, stimulating and vigorous for all students.

All Year 8 students are actively involved in Mathematics, as problem solving and project work is an integral aspect of the program. In addition, Mathematics workshops are also run four times per week to provide specialised assistance in this area. Students learn not only how to do the Mathematics, but also how to apply Mathematics in real life situations using imagination and creativity.

Students develop skills in Number, Algebra, Measurement, Geometry, Statistics and Probability.

DISCOVERY - SCIENCE

At Year 8 our students are encouraged to develop their skills as scientists. Students discover many new scientific concepts by their involvement in carefully designed practical work and research projects. Students also participate in lab sessions in the Discovery Centre.

Students will study the following units:

- Matter and Energy
- Geology
- Chemistry
- Body systems
- Cells
- Ecosystems
- Sustainability
- Forces and motion

They also explore how scientific work has led to the discovery of new knowledge and understanding about the natural world and changed our understanding of ourselves and our possible destiny.

CAPABILITIES

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines.

CRITICAL and CREATIVE THINKING CAPABILITY

The development of critical thinking skills is crucial to the successful learning progress of our students and their ability to become 'Life Long Learners.' At Year 8, thinking skills are not taught as a separate component of the Year 8 integrated curriculum. They are embedded into all aspects of the curriculum. Students are challenged and supported to develop deep levels of thinking and application. They will learn how to use a variety of quality learning tools to support them to plan and develop their learning.

They will also be supported to develop reasoning, processing and inquiry skills and to think creatively. Each student will create a Learning Portfolio that contains evidence of their learning journey which identifies their ability to reflect, evaluate and improve in their achievement.

ETHICAL CAPABILITY

Through the Communication curriculum at Year 8 and the 'Wise Up' program during home groups, students examine what kind of society we should have and what kind of person one should be. They explore what it means for both an individual and society to live well and this supports the development of informed citizens at local, regional and global levels.

INTERCULTURAL CAPABILITY

In French at Year 8 students focus on developing intercultural knowledge, skills and understandings which are an essential part of living with others in the diverse world of the twenty-first century. Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Students will be supported to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. This is also encapsulated in the 'Wise Up' program.

PERSONAL and SOCIAL CAPABILITY

This capability is essential in enabling students to understand themselves and others, and manage their relationships, lives and learning more effectively. Through the 'Wise Up' program and the integrated Year 8 curriculum, students learn to recognise and regulate emotions, develop empathy for others and understand relationships. Students also establish and build a framework for positive relationships, work effectively in teams and develop leadership skills to handle challenging situations constructively.

Students identify their individual strengths and weaknesses and analyse how emotions affect their learning. They use an expanded repertoire of skills to manage their own learning. When learning with peers they develop effective relationships, provide constructive feedback and respond appropriately to further enhance their learning. They also learn skills to enable them to be an effective team member.

They support other members to share information, explore the ideas of others and work collaboratively to achieve a shared purpose within an appropriate timeframe. Students learn to set appropriate short and long-term learning goals and describe their progress towards these. They plan, organise and prioritise their time to complete tasks within set time frames.

SPECIALIST SUBJECTS - Semester 1 & 2

In addition to their core learning areas all Year 8 students participate in a variety of rich and rewarding specialist and elective subjects.

Each week during Semester 1 & 2 students will have specialist classes in:

- PHYSICAL EDUCATION
- SPORT EDUCATION
- FRENCH (Language Other Than English -LOTE)

In addition to this, from 2017 onwards, students will be able to select 2 Art and 2 Technology electives from the list below. Each elective is a semester-long subject and students will access 2 electives per semester.

Technology	The Arts
Design Technology	Art
Digital Technology*	Drama
Food Technology	Music

Digital Technology is compulsory for all Year 8 students in 2017, therefore they can only choose one other technology elective.

PHYSICAL EDUCATION

In Year 8, Physical Education classes enable students to learn the importance of healthy and active lifestyles and they participate in a range of activities including athletics, volleyball, cricket, role playing, fitness, swimming, soccer, gymnastics, decision-making activities, hockey, football, basketball, netball, softball, dance, indoor games and tennis.

Participation in these activities allows students to meet the challenges provided by varied experiences and to build important teamwork skills that can be applied in the future.

SPORT EDUCATION

Sport Education is compulsory at Year 8 and runs for one period each week. The aims of the program are to introduce students to a range of sports and to increase the activity levels and health of students. **Students are required to wear their PE uniform for Sport Education.**

Sports covered include cricket, tennis, badminton, table tennis, football, soccer, hockey, netball, minor games, basketball, volleyball, futsal, baseball, softball, rugby, handball, ultimate frisbee, lacrosse, lawn bowls and super 8s cricket.

Students now have the opportunity to compete against other schools in a round robin format on Friday afternoon. The successful teams in the round robin will compete in a grand final at the district level and the winner can proceed to zone and then on to state finals.

LOTE (Language Other Than English)

French - Le français

Students study French until the end of Year 8. French studies become an elective at Year 9 (except for SEAL students). Emphasis is placed on studying the four linguistic skills of listening, speaking, reading and writing.

Language teachers use a variety of approaches to encourage their students to progress to the best of their abilities. The approaches include the use of ICT, role-plays, games, projects, cultural event days and story writing.

ELECTIVE SUBJECTS

TECHNOLOGY

Design Technology

In this subject, students will continue to develop their understanding in the various areas of Design Technology and build on knowledge and skills previously covered. Students will focus on researching a number of key important design factors and show evidence of this in a portfolio. Students continue to develop practical skills, using a variety of new processes. Projects are based around students working as young designers to create products that meet a specific design brief. They work with various materials including wood, metal and plastic and study electronics. Students also revisit Computer Aided Design (CAD) and develop their skills in a number of different CAD software packages.

Digital Technology

In 2017 only, this subject is compulsory for all Year 8 students as a result of the new Victorian Curriculum guidelines.

Students will develop their computational thinking to collect, represent and interpret data in order to design innovative digital solutions. They test their solutions and evaluate them to make improvements so that they are not only creative and innovative but also highly effective. Students will also learn a general purpose programming language to develop animations, games, apps and computer programs. They explore the interaction between digital technologies and individuals, societies, economies and environments. This ensures that students are aware of both the benefits and potential risks of digital systems and how they can best be used in society in a safe and appropriate way.

Food Technology

In Food Technology, students learn organisation, time management, hygiene, nutrition and basic skills and methods. They produce mouth-watering, interesting meals, cakes and biscuits.

ELECTIVE SUBJECTS continued

THE ARTS

Art

At Year 8, students are introduced to graphic communication, which looks at creative and technical drawing and technologically aided design. Instrumental drawing teaches the conventions used in industry and the design process looks at the creative development of visual communication.

Drama

Students participate in a range of activities such as acting and role-playing, music, script development and stagecraft. These activities involve both independent and group work and support the student to develop creativity and confidence. In Drama, students will develop confidence while exploring different dramatic skills such as improvisation, mime, character building and playmaking.

There are a number of different performance opportunities throughout the year that students are encouraged to take part in. Students reflect on their experiences in the drama classroom by keeping an analytical journal.

The College presents a full scale production each year. All students are encouraged to participate in the excellent extra curricula events on offer. The previous 5 productions were *Bye Bye Birdie*, an original version of *A Night Amongst the Stars*, *Singin' in the Rain*, *Variety High*, *Guys and Dolls* and *Hairspray* was the production in 2016. In 2017 we are looking forward to showcasing in our new Performing Arts centre.

Music

Throughout Year 8 Music, students will engage in a holistic study of music; developing and adding to their music skillset with an ongoing focus of leading them toward becoming a consummate musician and performer. Students will explore melody, harmonic and rhythmic devices, awaken aural skills, utilise creative technology and develop the tools necessary to progress an interest in music to being ready to hit the performance stage.

Instrumental music is also available to all students at the school and, with our many music specialists, students are able to choose from various different instruments. They will also have the opportunity to join the school bands and/or vocal group and participate in a range of musical events within and outside the College.

HOME GROUPS

The Year 8 program aims to build on the strong relationships students have formed during their time in Year 7. Having acknowledged current educational research and the importance of focusing not only on 'what students learn' but 'how they learn best', Mordialloc College is committed to providing the personal support students need to achieve their best.

Therefore, each Year 8 student is carefully grouped into a class sized team; this team is called their 'Home Group'. Every group is attached to two significant teachers. Students will identify their individual teacher as their 'Home Group Teacher.'

Collectively, the Home Group Teachers form the Year 8 teaching team and, with the exception of specialist and elective classes, work with all the students in this level within the Enquiry Zone.

Your child's Home Group Teacher is your main contact and support adult at the school. Home Group Teachers are responsible for:

- Developing strong and supportive relationships with their Home Group of students
- Building a comprehensive portfolio with each child and charting their learning journey throughout the year
- The assessment, monitoring and reporting for each of the students in their Home Group
- Communication regarding the students learning and behaviours to parents and carers
- Delivering the Year 8 '**Wise Up**' program; a new school wide initiative that assists and reinforces positive relationships between teachers and students through a variety of hands on and theory based skill building, problem-solving, resilience and social based activities on a weekly basis

ASSESSMENT

Students will participate in a variety of assessment practices and tasks during Year 8. Assessment tasks may include tests, assignments, essays, oral presentations as well as individual group projects.

Student learning within the Year 8 program will be assessed in line with the Victorian F-10 curriculum.

Students are encouraged to be actively involved in their learning and assessment process. With the support of their Home Group Teacher, they will learn to identify short and long term goals and plan strategies for improvement.

Parents will receive a detailed report of their student's achievement at the end of Semester 1 and again at the end of Semester 2 in line with Victorian Government guidelines.

PARENT-TEACHER-STUDENT INTERVIEWS (TERM 1) AND STUDENT LED PARENT CONFERENCES (TERM 3)

At the end of Term 1 parents/carers are invited to attend a Parent-Teacher-Student interview to discuss their child's progress and how they have settled in to Year 8. These interviews are in 5 minute time slots and parents/carers are required to book a time with each teacher via Compass.

In Term 3, parents and carers of Year 8 students will be invited to attend the Enquiry Zone for a Student Led Parent Conference. The conference runs for 15 minutes and is a valuable opportunity for students to showcase their learning and articulate their progress.

Student Led Parent Conferences have been extremely successful and have proven to be very effective in improving student learning, motivation, organisational skills and self-confidence.

The conference provides parents/carers with the opportunity to participate in a very meaningful and comprehensive learning experience with their child. As the conference is designed and led by the student, it gives parents/carers the unique opportunity to explore the learning environment and learning process through their child's eyes.



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