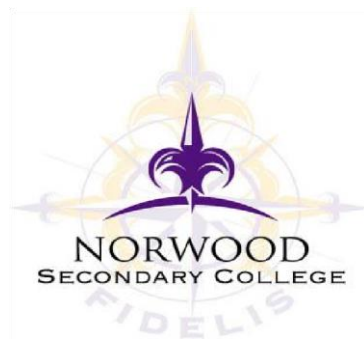


**Year 7 and 8  
Curriculum  
Handbook  
2022**



## Profile

Norwood Secondary College, in the City of Maroondah, is a single campus coeducational Years 7-12 College with an enrolment of around 1100 students. It has an outstanding reputation in the community, particularly in the areas of academic excellence, sport and the performing arts. The College caters for the educational needs of students from a wide range of primary schools in the local community and values the positive relationship that is established with these schools.

At Norwood we are committed to providing an experience where, in years to come, students will be proud to have attended a college where they have made lifelong friends, are lifelong learners and have become valuable contributors to the community.

## Emblem and Values

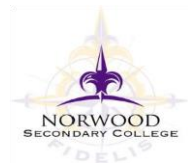
The key element of the College emblem is the compass needle pointing north, evoking a journey of purpose. Our Latin motto 'fidelis' (meaning loyal and faithful to duty), along with our Values of Respect, Aspiration, Resilience and Responsibility, reflect our ethos. Through a journey of discovery, exploration and personal growth teachers facilitate and guide students into deeper understandings of their world.

## Supporting our students and community

Norwood staff understand the need to build an educational community through quality relationships with students, parents and other staff and the College has the growth and development of each individual as its major goal. Students are supported by committed and caring staff, Mentors, Heads of Year Level, Year Level Coordinators and a Student Wellbeing team.

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## INTRODUCTION

The Norwood Secondary College learning community takes into consideration the Principles of Learning and Teaching P-12, Middle Years research and Victorian Curriculum standards in its organisation of the curriculum in Years 7 and 8. The delivery of curriculum is student-centred and based on co-operative learning and thinking strategies. This provides opportunities for teachers to better meet the needs of young adolescents by creating stimulating and supportive learning environments that engage and challenge each student. The Victorian Curriculum is implemented within this framework.

The structures and approaches implemented at Years 7 and 8 are as follows:

In 2012 Norwood introduced an Enrichment Program (EP) for a selected group of Year 7 students. Students in EP classes are exposed to an enhanced curriculum with the emphasis being on building depth in their learning. They are expected to demonstrate a capacity to excel and be challenged across all academic areas. Students are encouraged to take part in a range of national competitions which test academic skills and they are expected to make a significant contribution to the life of the College over the full six years. The EP class remain together as a cohort until the end of Year 9.

A 1:1 Notebook program operates at Norwood. This program has been very successful, and in 2015 the program was enhanced by the introduction at Year 7 level of a lighter, more robust device. This smaller device has facilitated transport and storage of the unit around the school and has represented a significant development in our computer program. The 'Lenovo Yoga 11e 5<sup>th</sup> Gen' model will be continued in 2022.

Our college has a strong focus on ensuring that as students move through the various stages of schooling, their needs are accommodated through our several transition programs. This is most evident in the Grade 6 to Year 7 move, but also seen between each year level, the move from Junior School to Senior School, commencement of VCE studies and, of great importance, the departure from school to further their study or employment.

Years 7 and 8 classes have most of their core subjects taught in designated homerooms. The homeroom concept, with an Academic and Wellbeing focus, has significantly reduced the movement of students, assisted in their organisation and encouraged a sense of ownership and belonging to the College.

A Mentoring Program runs for students across all levels. In Years 7 and 8, the program has a focus on our College values. Teachers use this time to speak to students one-on-one about their learning goals and issues of concern.

Year 7 students are taught by a small core group of teachers, ensuring that students can develop closer working relationships with fewer teachers and have the opportunity to develop greater in-depth learning.

A three day Orientation Camp for all Year 7 students in Term 1 provides opportunities for students to develop friendships and get to know their teachers better and learn about the expectations of the College. Students are encouraged to participate as a member of a class team, supporting other members of their class during all activities at the camp. An adventure camp, where students are encouraged to stretch themselves through challenging activities is offered to all Year 8 students.

At Norwood Secondary College, we believe that establishing an effective learning environment must be developed in partnership with students, parents and teachers. In order to address the complexity of changes experienced during adolescence, this partnership must be strong and dynamic. The College appreciates and fosters parent participation that promotes learning in a wider community. An overview of the curriculum allocation for Years 7 and 8 is outlined on Page 4.

A more detailed description of each subject area makes up the rest of this Handbook.

# CURRICULUM OUTLINE

## YEAR 7

### ***FULL YEAR STUDIES***

ENGLISH  
MATHEMATICS  
SCIENCE  
HUMANITIES  
PHYSICAL EDUCATION  
LANGUAGES: French

### ***SEMESTER LENGTH STUDIES***

ART/VISUAL COMMUNICATION  
DRAMA  
HEALTH  
STEMtech  
MUSIC  
TECHNOLOGY MATERIALS

## YEAR 8

### ***FULL YEAR STUDIES***

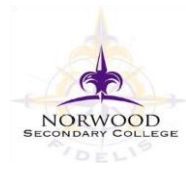
ENGLISH  
MATHEMATICS  
SCIENCE  
HUMANITIES  
PHYSICAL EDUCATION  
LANGUAGES: French

### ***SEMESTER LENGTH STUDIES***

ART/VISUAL COMMUNICATION  
DRAMA  
HEALTH  
MUSIC  
TECHNOLOGY FOOD  
TECHNOLOGY MATERIALS

### **Technology:**

The College has well developed and maintained computer facilities for all students including a 1:1 Notebook program. Students in Years 7 to 9 enter into a 3 year 1:1 notebook program while students in Years 10 to 12 are involved in a Bring Your Own Device (BYOD) Program with preferred devices of varying cost.



## ART/VISUAL COMMUNICATION

### **Aims/Objectives:**

- To deliver a balanced and stimulating Art/Visual Communication curriculum that offers students a sound foundation for future learning
- To provide opportunities for all students to acquire and apply a broad range of skills and knowledge, to communicate effectively and to think creatively, critically and reflectively

### **Content:**

In Year 7, students investigate visual art practices as inspiration to explore and develop themes, concepts and ideas. They are introduced to the art elements, art analysis and they are encouraged to reflect on and display their work. Emphasis is on experimenting and building on existing art, literacy and numeracy skills. Students begin to analyse artwork and express their ideas. Using the art elements as a common thread, students complete artwork using a variety of techniques such as painting, drawing, printing, ICT software and ceramics.

In Year 8, the students again employ the art elements to create and develop their ideas. The emphasis is on the use of proportion, scale, perspective and composition. The students build on their artistic experiences from Year 7 and set individual goals to show improvement and build confidence. The students are introduced to the design process, reflection, creative thinking and problem solving. They are exposed to artwork from different cultures, movements, times and places. Artwork produced may include printmaking, collage, ceramics, painting and drawing.

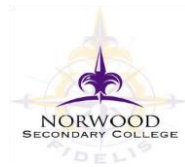
These two units have been purposely designed to meet the Victorian Curriculum levels 7 and 8 and to give our students a wide range of challenging experiences, skills and knowledge to prepare them for the art electives offered in Year 9 and the VCE subjects that follow.

### **Tasks/Activities:**

In all study areas, students will produce bookwork and assignments. In Art and Visual Communication, students will create 2D and 3D pieces designed to develop and demonstrate their individuality by solving set creative problems.

### **Student Assessment:**

- Class activities/Practical work
- Visual Diary entries
- Art Analysis
- Research tasks and Reflections



## DRAMA

### **Aims/Objectives:**

- To develop students' artistic and creative skills
- To develop non-verbal and verbal, individual and group communication skills and confidence
- To help students understand and influence their world through exploring roles and situations and communicating ideas using a range of media, materials and technologies
- To humanise learning by providing lifelike learning contexts in a classroom setting in which active participation in a non-threatening, supportive environment is valued

### **Content:**

Drama provides knowledge and skills that are transferable to a variety of artistic, social and work-related contexts. It is the enactment of real and imagined events through roles and situations.

All students at Years 7 and 8 complete a semester of Drama. In these classes, students are encouraged, through simple role-play, to extend their self-knowledge and co-operative skills.

Students learn how to manipulate traditional and contemporary art elements and principles when designing, making and presenting work for different purposes and audiences. They also learn to respond to and evaluate their own work and that of others.

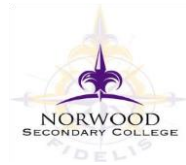
The drama experience develops students' ability to participate effectively in problem solving and personal development. Skills learned are effective in enriching, reinforcing and extending the learning in all other areas of the curriculum.

### **Tasks/Activities:**

Exploration of the basic elements of mime, voice, actor-focused drama, conflict resolution and script writing.

### **Student Assessment:**

- Performance Assessments
- Reflections
- Class participation and preparation



## ENGLISH

### **Aims/Objectives:**

- To develop an appreciation of language as an important tool of communication through the four main language strands: reading, writing, speaking and listening
- To gain an appreciation of the aesthetic value of literature
- To give consideration to non-verbal communication
- To gain an understanding of the history and structure of the English language

### **Content:**

In English, there is a strong focus on the development of Literacy through the implementation of wider reading and the Readers' Notebook. Students are expected to study a wide range of print and visual texts and are encouraged to pursue their own interests in extensive wide reading. Emphasis is placed on the practical application of grammatical principles including spelling, grammar, comprehension, as well as the development of an understanding of different writing styles. The reading of both print and visual texts, for enjoyment and understanding, provides a foundation for development in skill and appreciation of literary texts. Students are also encouraged to be aware of current affairs through the mass media.

The development of speaking and listening skills is also encouraged through group work, individual presentations and discussions. Students are further provided opportunity to develop ICT skills to support their presentations and collaboration with their peers.

Emphasis is also placed on the development of co-operative learning strategies, which ensure that students develop collaboration skills relevant to their senior education, and life-long learning.

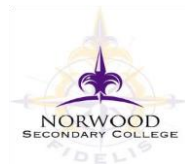
### **Tasks/Activities:**

- A range of writing for different audiences and purposes
- A variety of pieces that compare the themes and characters of a film with a novel
- Written, visual and oral responses to texts. Texts include short stories, plays, news articles, poems, films and novels
- Particular emphasis is placed on wider reading and appreciation of literature
- Study of the way language evolves to reflect a changing world

### **Student Assessment:**

- Writing Folio
- Issues
- Text Response
- Oral Presentation





## HEALTH

### **Aims/Objectives:**

- To promote attitudes and behaviours which contribute to personal and community well-being
- To develop the communication and decision-making skills of students
- To develop students' understanding of physical, social and emotional changes occurring during adolescence
- To develop students' self-confidence and self-esteem

### **Content:**

#### **Year 7**

- Healthy behaviours to promote wellbeing: Students will explore the dimensions of health and wellbeing. They will investigate topics on nutrition, sleep, anti-smoking, sun safety and personal health
- Values and family: Students will investigate how 21<sup>st</sup> century families and values play an integral part of personal growth and identity
- Fostering positive and respectful relationships: Students will explore how to build positive relationships and how to deal with bullying behaviours, including safe online behaviours

#### **Year 8**

- Self Esteem: Students will explore the definitions and dimensions of health, with a focus on self-esteem. Students will investigate a range of issues facing teenagers and relevant community resources which offer support and assistance
- Cyber safety: Students will investigate cyber bullying, risky online behaviours, protective strategies to stay safe online and avenues to seek help
- Alcohol and Drug Education: Students will identify and evaluate types of alcohol and drugs; discuss moral and ethical values, and decision making
- Sexual Health and Respectful relationships: Students will evaluate the benefits of relationships on wellbeing and respecting diversity.  
\* Students will discuss the importance of sexual health and demonstrate their understanding of the risk in relation to sexual behaviour.

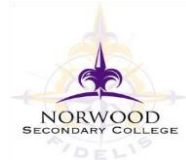
- **Tasks/Activities:**

Students will participate in a wide range of activities that will include:

- Discussions
- Group tasks
- Short projects
- ICT tasks

### **Student Assessment:**

- Satisfactory completion of class work, written tests and assignments
- Participation in class discussions and activities



# HUMANITIES

## History

### Aims/Objectives:

- To develop knowledge, skills and values that enable students to participate as active and informed citizens in a democratic society and a global community
- To understand the past of Australia and other societies
- To explain the features of places and environments and the ways in which people interact with them
- To understand the nature of cultures and describe and analyse natural and social systems

### Content:

#### Year 7

Year 7 students explore the nature of history by learning about the work of Archaeologists and examining the use of evidence to piece together the story of the past. The focus then shifts to a study of pre-historic times and the survival of early human beings. This introduction is followed by studies of Ancient Australian, Ancient Egyptian and Ancient Chinese civilisations. Students compare and contrast present day systems in Australia with those of the past.

#### Year 8

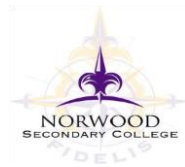
Year 8 students begin by exploring Viking culture and society including lifestyle, religion, raiding practices, social hierarchy and society structure. Students then investigate the Japanese Shogun period and contrast this unique Asian culture with those of European origin, where aspects of feudalism are investigated further. Students also study the Spanish Conquest of the Americas to gain an understanding of this period and the start of colonisation.

### Tasks/Activities:

Students will develop historical understanding through the application of historical concepts and skills including: sequencing chronology using historical sources, identifying continuity and change, analysing cause/effect and determining historical significance.

### Student Assessment:

- Research task
- Historical inquiry
- Extended response
- Visual analysis
- Multimedia presentation



## **HUMANITIES**

### **Geography**

#### **Aims/Objectives:**

- To develop students' interest in, knowledge and appreciation of the world around them
- To make sense of spatial change to solve geographic/environmental problems
- To increase the powers of observing, recording, interpreting and evaluating the environment via data from primary and secondary sources
- To learn to express in written, oral and graphic form, using geographic/environmental terminology and material

#### **Content:**

Year 7 students begin by learning basic mapping skills before investigating the uses of water as a resource, including its availability, scarcity and values. The management and sustainable use of water is also studied. Students also examine place and liveability by studying factors that influence liveability as well as ways to improve and manage liveable places. Students develop field work skills through a comparison of an urban environment with a more rural environment.

Year 8 students continue to improve their mapping skills to an advanced level before focussing on investigating different landscapes and landforms by understanding how they are formed by natural processes and affected by human interactions. Students complete a fieldwork task on coasts including processes, uses and management. Students also examine the changing nature of urban and rural environments including contrasting lifestyles and activities in megacities.

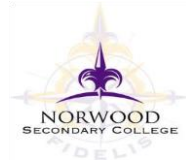
#### **Tasks/Activities:**

Students complete a range of tasks and activities working either individually or in small groups

- Map interpretation and construction including the use of Geographic Information Systems
- The solving of geographic and environmental problems through individual and/or group work
- Practical exercises involving observation, recording, interpretation and evaluation of data
- Inquiry research activities using primary and secondary sources, including the use of information technology
- Fieldwork activities including primary data collection and interpretation

#### **Student Assessment:**

- Case Studies
- Structured Questions
- Geographical Inquiry
- Practical Task
- Fieldwork Report



## HUMANITIES

### Civics and Citizenship

#### **Aims/Objectives:**

- To understand the idea of democracy, government, laws, political rights, leadership, and Australia's political and legal system
- To develop the ability to express opinions based on evidence and to explore democratic processes

#### **Content:**

In Year 7, students study the structure of the Australian Parliament, how representatives are elected to Parliament and the voting processes to elect Parliamentary Representatives.

#### **Tasks/Activities:**

Students participate in a mock Parliamentary Debate taking the roles of Speaker, Prime Minister, Opposition Leader and Parliamentarians.

#### **Student Assessment:**

- Structured questions

## HUMANITIES

### Economics and Business

#### **Aims/Objectives:**

- To look at how markets are regulated and the value of work and entrepreneurship in society

#### **Content:**

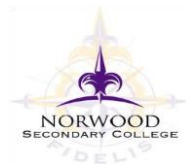
In Year 8, students study aspects of economics including: the relationship between producers and consumers, the ways in which government influences economic activity, making informed consumer decisions, supply and demand and sustainable resource allocation.

#### **Tasks/Activities:**

Students will investigate the concept of entrepreneurship and develop and present a sales pitch to market a new product.

#### **Student Assessment:**

- Group oral presentation



## LANGUAGES

### French

#### **Aims/Objectives:**

- To introduce French in the context of simple vocabulary and grammar structures that will allow students to be able to communicate at a basic level
- To prepare students for the continuation of their language study into senior years
- To develop an understanding of the culture of the language studied
- To gain an understanding of language structure in both French and English

#### **Content:**

As one of the major modern European languages and one of the most important international languages, the ability to communicate, both through written and oral French, is emphasised. Classes are based on the four major skills of speaking, reading, writing and listening, as well as a study of Francophone culture. Students study a range of topics to give them a broad range of linguistic and cultural knowledge across their junior French classes.

#### **Tasks/Activities:**

There is an emphasis on a real life use of French in the junior classes. Many topics are studied, including greetings, numbers, family, schooling, animals, French speaking nations and cultural celebrations and the buying and selling of produce. Tasks include: oral presentations, mini dialogues, written paragraphs, posters, role play, and grammar and vocabulary exercises.

#### **Student Assessment:**

- Regular tests on understanding of basic grammar and vocabulary
- Role-plays and assignments, which are practised by students to aid confidence in the practical use of the target language
- Oral presentations
- Writing tasks



# MATHEMATICS

## Aims/Objectives:

- To engage students in the exciting and challenging world of Mathematics
- To equip students with mathematical skills and knowledge that will promote confidence and competence in daily life
- To develop students' knowledge and skills in Mathematics that will facilitate access to employment or further study
- To develop mathematical language that will enable ideas and written work to be communicated clearly and with precision
- To promote students' learning through cooperative group work and independent tasks
- To enhance students' learning through the effective use of technology
- To engage students by relating Mathematics to real life situations

## Contents:

The content strands of Mathematics are Number and Algebra, Measurement and Geometry and Statistics and Probability. Within these areas, a range of student tasks cater for differences in preferred learning style and ability level. Improving student literacy is also a focus and mathematical tasks are designed with this in mind. The curriculum focuses on students becoming proficient in mathematical understanding, fluency, reasoning and problem solving and is consistent with the Victorian Mathematics Curriculum.

## Tasks/Activities:

The following demonstrate the wide range of activities used to assist student learning:

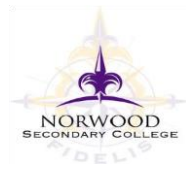
- Skills practice through completion of textbook work, homework sheets, revision tasks, Athletics tasks and web-based activities
- Cooperative group work tasks to introduce topics and consolidate understanding through peer learning
- Assignments, projects and problem solving tasks that require students to apply their skills and problem-solving strategies to solve real-life problems
- Problem solving strategies are developed through graded activities ranging from concrete manipulation of objects through to more abstract problems
- Technology tasks are used to develop computer skills, assist students to solve complicated problems and engage them in their learning

## Opportunities to extend learning:

All Year 7 and 8 students will be given the opportunity to participate in various Australian and International Mathematics competitions which challenge the mathematical thinking of secondary college students and demonstrates the importance and relevance of mathematics in everyday life.

## Student assessment:

- **Tests:** There are a variety of topic tests and diagnostic tests
- **Homework:** A weekly homework task to revise basic skills
- **Bookwork:** Completion of set questions from the text
- **Investigations:** Completion of extended investigations into mathematical concepts



## MUSIC

### **Aims/Objectives:**

- To introduce students to the basic elements of Music through listening, performance and using Music software programs
- To offer students a broad over-view of musical styles and appreciation

Students have two periods per week for a semester of Classroom Music in Years 7 and 8. Students are encouraged to participate in the Instrumental Program and join ensembles. The Instrumental Music lessons operate on a rotating basis, once per week.

### **Content:**

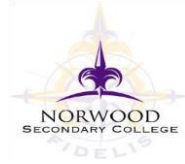
Students are to develop skills in reading, writing, listening and performing Music. They learn basic music notation and this skill is developed by participation in elementary keyboard classes, singing and using interactive keyboard/theory games. General Classroom Music at Year 7 also includes a study of orchestral instruments and the music of various cultures. At Year 8 level, General Music studies include: Theatre Music (Musicals, Opera, Rock Opera, Ballet), Jazz and Pop Music 1950's – 2000's.

### **Tasks/Activities:**

- Class performances: Singing and rhythmic accompaniment and keyboard melodies
- Individual performances: Keyboard melodies - played hands separately and together
- Students use computer programs for composition and learning basic theoretical concepts
- Composition - both individual and group tasks
- Activities: Discriminating between sounds of pitch, rhythm, instrumentation, and musical styles

### **Student Assessment:**

- Performance tests in Keyboard, Percussion and Ukulele
- Group performance in soundscape activities and improvising over 12 bar blues structure
- Written tests, listening activities, composition and improvisation, using music software, research assignments, work books and participation in class



## PHYSICAL EDUCATION

### **Aims/Objectives:**

- To provide the opportunity for all students to achieve optimum levels of motor skills in a range of individual, group and team games and physical activities
- To contribute to the personal development of each student

### **Content:**

Physical Education will provide each student with the opportunity to develop:

- An understanding of and competence in basic movement skills
- Physical fitness and a sound functioning body
- An understanding of the factors that affect personal fitness and the effects and benefits of physical exercise and activities
- Knowledge and understanding of the scientific principles of movement
- Leadership skills through coaching, umpiring and working with peers

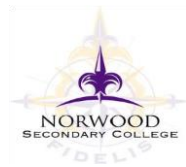
### **Tasks/Activities:**

The program concentrates on developing a broad base of skills and knowledge in athletics, dance, ball-related skills, bat-related skills and movement skills. It also introduces students to a variety of minor and major games such as Volleyball, Cricket, Lacrosse, Basketball, Football, Soccer, Badminton, Netball, Hockey, Softball, Baseball and European handball.

### **Student Assessment:**

- Active participation, assessment of their own physical fitness
- Motor skill ability in individual and game situations
- Satisfactory completion of written tasks and assignments on set topics





## SCIENCE

### **Aims/Objectives:**

- To enable students to acquire and use scientific skills and concepts
- To give students an understanding of the way Science and Scientists work in the community and help them make decisions about careers and further study
- To develop students' ability to interpret and communicate scientific ideas effectively and to appreciate the role of Science in a social and technological environment
- To articulate Science values and accept the ethical principles embedded in scientific research
- To appreciate the significance of Science for the long-term future of our society

### **Content:**

- Biological Science
- Chemical Science
- Earth and Space Sciences
- Physical Science

### **Tasks/Activities:**

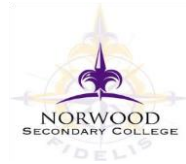
Students develop basic scientific skills through practical work and activities. Problem solving and analytical skills are also encouraged through a range of learning mediums. This could be through model making, use of software, multimedia and work sheets. Students will have the opportunity to participate in incursions and excursions.

### **Student Assessment:**

- Written tests
- Practical work/Practical reports
- Assignments/Project
- Class work

### **Opportunities to extend learning:**

Year 7 and 8 students will be given the opportunity to participate in an International Science Competition (ICAS) and the Science faculty also works with universities and/or institutions to further extend, enhance and broaden student learning through participation in masterclasses.



## STEMtech

### Aims/Objectives:

- To provide students with the tools to enhance and enrich their learning using Science, Technology, Engineering and Mathematics skills
- To develop critical thinking and learning skills that foster creativity and innovation in decision making
- To build productive ways of working and solving problems individually and collaboratively
- To develop the capacity to constructively critique, evaluate and modify their own design process

The aim is to assist students to develop competence in:

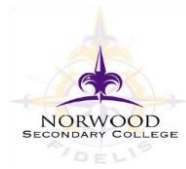
- Teamwork and collaboration skills including peer encouragement and feedback
- Critical and creative thinking skills including design iterations and ethical considerations
- Basic engineering and design processes including the use of CAD software for 3D modelling
- Coding using Scratch and basic JavaScript

### Content:

Students undertake a curriculum program designed to explore the learning areas of Science, Technologies (Digital and Design) and Mathematics (STEM) in an integrated, interdisciplinary approach. Key STEM skills are developed such as problem solving, iterative thinking and design, and critical evaluation of research. Students are explicitly taught how to develop their capacity to implement these skills across a range of subjects. An emphasis is also placed on the development of teamwork and collaboration skills through ongoing group tasks and assessments.

### Student Assessment:

- Personal log book and collaborative team log
- Annotated research reports
- Presentation in conference format and to a panel
- Peer feedback and assessment



## TECHNOLOGY: FOOD

### Aims/Objectives:

- To prepare and cook nutritious food safely and hygienically and in line with the design process
- To analyse a range of influences on personal and family food selection
- To identify major nutritional needs for growth and physical activity
- To be introduced to the Australian Guide to Healthy Eating Food Model

### Content:

Students are introduced to Home Economics for one semester in Year 8

The students will learn:

- Kitchen safety and hygiene
- Food preparation and cooking skills
- Recipe interpretation
- How to make healthy food choices using a food selection model
- Nutrients and nutritional needs for growth including knowledge on key food groups and their role in everyday cookery

### Tasks/Activities:

Students participate in a range of tasks including:

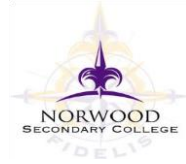
- Weekly food preparation
- Demonstration and discovery of different foods
- Research projects and investigations to complete various practical reports

### Student Assessment:

- Proficiency in practical skills, including safe and hygienic use of tools and equipment
- Understanding of influences on food selection and consumption including nutritional requirements for good health
- Understanding of recipe formats and the design process

### Class Expectations:

- Students should bring a lidded container, tea towel and plastic bag for every practical lesson (plastic bag for wet laundry)



## TECHNOLOGY: MATERIALS

### **Aims/Objectives:**

- \* To develop skills in design and production
- \* To begin to develop an understanding of the design process
- \* To promote an understanding of different materials and their uses
- \* To use equipment competently and complete production activities safely

### **Content:**

At the Year 7 level, the students will be introduced to Technology via integrated studies using fabric and textiles. The students will be encouraged to investigate, design, produce, analyse and evaluate their work. During the construction of their projects, students will be exposed to the use of various tools, materials and processes.

In Year 8, students will utilise the resistant materials of metal, timber and acrylic to produce their designs. The design and production areas will build upon their knowledge and understanding of the design process taught in Year 7 through the development of a more complex product.

### **Tasks/Activities:**

Students will be taught:

- \* An understanding of the different materials used in construction
- \* An introduction to the design process
- \* Basic design skills and problem solving
- \* Cutting and joining techniques
- \* Production analysis and evaluation

### **Student Assessment:**

- \* Investigating and designing
- \* Safe and efficient production using different materials
- \* Analysing and evaluating