CAMPERDOWN COLLEGE YEAR 7 CURRICULUM
The College focuses on individuals and offers students the widest possible variety of educational opportunities. These experiences are designed to provide all students with a challenging and achievable education. The curriculum is designed to cater for intellectual, social, creative, physical, emotional and moral development. The classroom program is complemented by a wide range of co-curriculum activities.

The College recognises the three stages of learning, Early, Middle and Later Years and the particular needs of students in these stages.

**Curriculum – Disciplines and General Capabilities**

From Prep to Year 10 subjects are grouped into subject Disciplines and General Capabilities. In 2013 the College will follow the AusVELs Curriculum in Science, History, English and Mathematics. Over the next three to five years other Disciplines will make the transition to AusVELs following State guidelines. Disciplines include:

- English
- Mathematics
- Science
- Humanities and social sciences – History, Geography, Civics and Citizenship, Business and Economics
- The Arts
- Languages Other Than English (LOTE)
- Technologies (Design and Digital technologies)
- Health and Physical Education
- Interdisciplinary learning

It is important that students obtain grounding across all areas of learning before they choose to specialise. At Camperdown College students from Prep to Year 9 are given a chance to pursue depth and breadth across the curriculum. Camperdown College uses the state-wide Victorian.

**MIDDLE YEARS (Years 7 – 9) Wilson Street Campus**

Early adolescence is the first stage of the transition from childhood to adulthood. It is a period of rapid, uneven and complex development - physically, cognitively, socially and emotionally. Camperdown College recognises that it is important that education responds to the characteristics and needs of young adolescents. We strive to lead students from dependence to independence. Teachers and programs provide scaffolding to support individuals as learners and to lead them to independent learning and individual thinking.

Our curriculum decisions for students in Year 7 to 9 are guided by the following beliefs:

- Students need a strong base in English and Mathematics
- Students should have a broad general education, with time balanced across all Disciplines
- Teaching and learning must prepare students to enter the ever changing world of the 21st century
**Year 7 Program**

Year 7 is a new and exciting time for students, as they move into secondary education. Our Year 7 program aims to support students through this transition, and provide a stimulating and engaging curriculum for all students.

Subjects studied:

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<tr>
<th>Subject</th>
<th>Sessions per week</th>
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<tr>
<td>Maths</td>
<td>5</td>
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<td>English</td>
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<tr>
<td>Geography - Semester 1 &amp; History - Semester 2</td>
<td>4 sessions per week</td>
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<tr>
<td>Science</td>
<td>4</td>
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<td>PE</td>
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<td>Sport</td>
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The following subjects are planned for a semester and are allocated two periods a week.

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<th>Subject</th>
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<td>Robotics</td>
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<td>Metal Work</td>
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<td>Home Economics</td>
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<td>Textiles</td>
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<td>Art</td>
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<td>IT</td>
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<td>Health</td>
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Camperdown College places major emphasis on the study of English as sound literacy skills enable students to experience success across the curriculum and for life learning. The program seeks to improve and enhance students’ skills in the areas of reading, writing (structure, spelling, punctuation and grammar), speaking and listening, viewing and researching.

Students have five sessions of English per week and are expected to complete weekly homework using the Language Rules program which students purchase on the booklist.

Students study a major text per term (audio copies are provided for students who wish to have extra assistance) and this forms the basis for their English studies. The texts that will be studied in 2012 include:

- *Helicopter Man*
- *Hatchet*
- *Animae – Spirited Away*
- *Camel Rider*

Students who fall below the expected level of competence have an Individual Learning Plan implemented in which goals are set in order for students to progress. A Language Assistance Program is also implemented for some students who need withdrawal to work on specific skills.

Students who are achieving above the expected level are provided with extension activities to further enhance and fast-track their skills.
Geography in Year 7 has its focus on the development of skills necessary for future studies in the domain. The semester of study begins with students being introduced to the skills related to Mapping and Geospatial skills. The curriculum gives students opportunities to practice and fine tune their abilities in working with map reading, contour, orientation, grid references, legend and scale with class work being both written and hands on in format. Students create overlays that depict the various features of the skills and then relate those back to local environments. There is a component of fieldwork that is carried out as part of class work as well as in homework format.

The initial skills development is then followed up with studies of Australian environment, involving looking at the questions:

- What different environments exist?
- How do environments change?
- How do we protect special places?

The program offers a balance of skill development through the use of explicit teaching and learning with student directed project work.

This allows for students to experience successful outcomes through a variety of approaches and options to use their own personal skills and to experience and experiment with different methods of presentation. This can include moviemaking, 3D model making, PowerPoint presentations and the making of various styles of publications, as well as public speaking during class presentations. There are also opportunities for creative thinking and discussion skills.

Self-evaluation is used as a valuable tool for students to acknowledge and evaluate their learning in any given topic.
In Year 7 History students are introduced to the skills of finding evidence, working with time, analysing evidence and forming an opinion. The curriculum gives students opportunities to practice and fine tune their abilities in working with the skills, with exercises being both written and hands on in format. There is plenty of class discussion about various topics which encourages students to put forward opinions or discuss concepts.

The initial skills development is then followed up with studies of an ancient civilisation, which in 2011 was Ancient Egypt. This involved looking at the questions:

- Where do civilisations begin?
- How are civilisations organised?
- How do beliefs and values influence a civilisation?
- How do civilisations progress?

The program offers a balance of skill development through the use of explicit teaching and learning with student directed project work. This allows students to experience successful outcomes through a variety of approaches and options to use their own personal skills and to experience and experiment with different methods of presentation. This can include 3D model making, PowerPoint presentations and the making of various styles of publications, as well as public speaking during class presentations. Students are encouraged and taught how to effectively use a variety of resources including texts, multimedia and the internet. They also keep records of their research and evaluate the usefulness of the resources found.

Self-evaluation is used as a valuable tool for students to acknowledge and evaluate their learning in any given topic.

Topics of study in 2012 will include:

- ‘History skills: How do we process information?’
- ‘How do civilisations develop?’
- ‘Time Team Travels to Ancient Civilizations’ – enhancing learning of History skills through individual projects
The Camperdown College Mathematics Program follows the key Domains from the Victorian Essential Learning Standards – VELS of Number, Space, Measurement - chance and data, Structure and Working mathematically. There is a strong emphasis on computational skills or tables at both a mental level and using calculators to assist with such. Students are encouraged to develop strong independent skills in computation and problem solving with an overall aim to encourage higher order thinking. Creating a strong background in “Number” is an important building block for their future both in and beyond school.

The students have five sessions of Mathematics per week and are involved in a homework program which involves the “Maths Mate” booklet which students purchase on the booklist. This is a tear out booklet set out in terms and week by week.

ICT programs are used to introduce or reinforce many concepts at both an individual level or through group activities or partnerships.

Students having difficulty meeting expected levels of competency may have an Individual Learning Plan or modified program to assist in setting appropriate goals for their progress. Similarly extension work can be provided for students operating well above their expected level to assist in their mathematical development.
Camperdown College offers a diverse and exciting Science program that enables students to experience success across the curriculum and for life-long learning. The units studied allow the student to gain an initial understanding and familiarity with scientific terms and laboratory practices. These are then developed and extended as the student progresses throughout Years 7 - 10.

Students have four sessions of Science per week and are expected to complete homework tasks on a regular basis, including any work not finished within class time.

Students are to purchase a copy of the textbook “Science Alive – Level 5” from the booklist or second-hand when one is available. The textbook is used in Years 7 and 8.

A large percentage of the Science curriculum offered incorporates hands-on activities that serve to consolidate theory, as well as increasing student skill in handling laboratory equipment.

Areas studied in Year 7 Science are:

- Being a scientist,
- States of matter,
- Cows Create Careers,
- Classification,
- Our neighbours in space,
- Forces and motion,
- Cells,
- The changing Earth.

Students who fall below the expected level of competence may have an Individual Learning Plan implemented in which goals are set in order for students to successfully progress in Science.

Students who are achieving above the expected level are provided with extension activities to further enhance and fast-track their skills.
Camperdown College regards Physical Education as an integral part of the school’s curriculum. The program aims to improve the students’ understanding that exercising and being physically active is critical to a healthy, well-balanced lifestyle, and will indeed improve their quality of life after they have completed their secondary education.

Students have one double session a week designated for PE, and a double session of Sport which gives them above the recommended 100 minutes of curriculum-based physical activity each week.

The students will cover a range of different sports, with each sport being covered over a two week period. The first week focuses on the skill aspects of the sport, where each skill is broken down into progression points to enable the easiest of learning. The second week is focused on games sense, with the use of modified games and group activities excelling the students’ knowledge and understanding of each sport and its specific demands.

The major expectation on the students is that they bring their PE uniform to every class and participate to the best of their ability. Students who fall below the expected level of competence will be granted more one-on-one time to give them the best opportunity to progress at a consistent rate. Conversely, students who are achieving above the expected level will be exposed to some more challenging aspects to further enhance their games sense and mental skills.
In Health students identify heredity and environmental factors involved in growth, development and health. They develop further understanding of the importance of friendships, trusting relationships and that good communication skills are essential. They identify physical, social and emotional changes common to both sexes and specific to boys and girls during puberty. Students evaluate behaviours that influence personal safety and that of others and assess options and consequences in responding to unsafe situations.

On completion of this subject the student should be able to:

- identify good qualities of a friend,
- understand bullying,
- have a true understanding of the working of the body – puberty, pregnancy, birth,
- understand the effects of legal drugs on the body and society,
- able to work individually, in pairs or in a group.

In Year 7 students explore and become familiar with the range of areas within Home Economics. They learn to:

- understand and use equipment correctly,
- work individually, in pairs or in a group to complete a task,
- follow recipes and understand the terms used,
- understand the importance of healthy eating the nutritional requirements for personal health.

Students complete a variety of assessment tasks which include regular homework sheets and assignments on vegetables and healthy menus. Practical skills are also assessed.

Students are supplied with an apron for cooking sessions but they need to bring their own container to take food home in. Students purchase the E Foods text book on the booklist and a presentation folder to keep worksheets in.
Ever wondered about robots and what fun you could have designing and making them?

At Year 7, students have the opportunity to do all of this and more in 2 hands-on and fun-filled lessons per week.

Designing, building, programming and testing a robot is a combination of physics, mechanical engineering, electrical engineering, structural engineering, mathematics and computing. In some cases biology, medicine and chemistry might also be involved.

A study of robotics means that students are actively engaged with all of these disciplines in a deeply problem-posing, problem-solving environment.

In this subject, students initially investigate the following:
- What is a robot?
- Flowcharting
- BattleBot design

Using cutting edge LEGO Mindstorms NXT robotics kits and software, students then go on to complete and program a range of robots for specific tasks, including:
- responding to a clap sound,
- responding to a hand wave,
- following a black and white line,
- responding to a torch light,
- a backwards collision,
- activating a light on the robot,
- hitting a hockey ball,
- following a pre-drawn figure of 8,
- demonstrating the relationship between speed and power level,
- creating a gate opener.
Students use a range of starting points to create and make 2D and 3D artworks throughout the semester. They explore and respond to other artists work from the past and present and gain inspiration from teachers and former student’s visual examples. The use of resources also includes the internet to research and art books from the library. Students develop skills in drawing from observation, imagination and fantasy or drawing using a particular style such as Cubism, Surrealism, Realism, Pop art, Naturalism and Impressionism drawing in minute detail close up or aerial view. Students produce paintings experimenting with different styles and learn how to appropriate artwork. They experiment with a range of media, materials and techniques. In printmaking students develop a one colour print using a foam block, a mono string print and a lino print. 3D art includes themes such as a dream home and car, plaster sculptures or mosaics using glass tiles. Students learn about the elements and principles of art and apply their knowledge and skills through their artwork. They critically analyse artworks and learn to form opinions about art. Students evaluate their own work at the end of each major project. The tasks in Art are open ended where all students have the opportunity to reach their potential within their skill level. Students are encouraged to challenge their thinking by problem solving, looking at points of view and issues for discussion and finding a suitable outcome and/or solution.

In Year 7 Textiles students learn basic hand embroidery then gain a sewing machine licence. They investigate designs for a cushion and produce a round, square or heart shaped cushion using foundation piecing and/or machine appliqué stitch. Students learn how to draft, read and follow a pattern. The skills include sewing in a zip to fasten the cushion together. They are required to accurately cut out material and use the equipment and fabric with safety aspects in mind. Students evaluate each product they make with the view of reinforcing their skills in the next task. The second product is a choice of soft toys such as a giraffe, monkey or elephant. At Year 7 students focus on natural fibres and study wool and how wool can become felt under certain conditions. Students make basic to very complex products. All students have the opportunity to reach their potential within their sewing skill level. Skills are sequential and reinforced throughout subsequent tasks.
Year 7 Woodwork allows students to discover and explore the wonders of the natural material wood. In this subject they become proficient in the use of hand tools and some electric tools. Using the application of Geometry in design drawing, and the use of various widths of pine students have the opportunity to make a large storage box with a hinged lid. To finish the box the students have the chance to use several coats of clear polyurethane to give the box a fine finish. The correct procedure for the application of this is taught. Students may also choose to design and etch a name/logo on the lid of their box. In this subject students are engaged to draw, use Mathematics, English and work in a safe and clean environment. Work safety is introduced and practiced until it is second nature in the classroom. Students are also required to write an essay about the construction of their project. This reinforces the logic of the process of construction and helps to further improve their writing skills.

Year 7 Metal Work engages students in a wide variety of ways. Students use low carbon steel and a range of hand operated devices such as benders, twisters, scroll formers and rivet joiners to make a range of items. They learn how to draw design specifications for their projects with an emphasis on accuracy and improving their numeracy skills. In Year 7 students use the skills they are taught to construct several items such as: plant holders, containers, shelf systems and open frame cabinets.

Students advance throughout the levels of Metal Work and construct all their projects using traditional cold forming techniques with emphasis on rigid frame construction.
YEAR 7
INFORMATION TECHNOLOGY

As students progress through their schooling, it is important that they can confidently use information technology as a learning tool for their studies.

This subject aims to provide a range of computing skills that are useful to students at this point of their education whilst also emphasising some creative applications of information technology.

Students study Information Technology for 2 lessons per week.

Students engage in a series of learning tasks focussed on:
- The technology process
- Improving typing skills, and
- The creative use of Kahootz multimedia software

INSTRUMENTAL MUSIC

Students have the opportunity to learn a musical instrument. This year for the first time in many years stringed instrumental tuition has been available. This tuition is free of charge. The only cost to parents is for the hire of the instrument. Students at this campus are presently learning the cello and violin. Students spend one period a week on a rotational basis learning their instrument.
YEAR 7
EXTRA CURRICULAR

ENVIRONMENT GROUP

Our Environment Group is open to students from Years 5 to 12 and runs every Thursday lunchtime. Membership is voluntary. Being a member means having the chance to be actively involved in some very exciting locally based environment projects. This includes our own revegetation project at our Naroghid School site. Over the next five years we will transform this former pine plantation into a site that contains indigenous species, including a restored wetland. Environment Group members will have helped to propagate plants for this site. Group members will have monitored the site for changes in water quality and the native birds and animals that make use of this site. Members are also involved in Waterwatch activities that involve monitoring the quality of water in our local lakes. The Environment Group works in partnership with other groups as well. Some projects with Greening Australia include restoring vegetation around local lakes and helping to create an island especially for brolgas. This gives members the chance to come into contact from students from around the world through International Student Volunteers and Conservation Volunteers Australia. Our Environment Group members are also active in our own school grounds. This includes creating and maintaining native garden sites in our yard. It also means maintaining and collecting seed from our own Rare and Threatened Species garden that we worked on with the Royal Botanic Gardens, Melbourne. We are very lucky as a group to have access to our own nursery.
**CURRICULUM Years 8-12**

**MIDDLE YEARS (Year 7 – 9)**

**Year 8 Program**

In Year 8 students continue to develop a sense of independence. The gains made in Year 7 are extended and enhanced with a strong focus on engagement and deep learning. The same core disciplines are studied as in Year 7.

The following subjects are planned to be studied for a semester and are allocated two periods a week:

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<thead>
<tr>
<th>Metal Work</th>
<th>Film Making</th>
<th>Home Economics</th>
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<tr>
<td>Textiles</td>
<td>IT</td>
<td>Technology - wood</td>
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**Year 9 Program**

The Year 9 program comprises a combination of core disciplines and a special program day each week. The program is designed to accommodate the Personal Learning and Civic and Citizenship components of the VELS. It has a focus on leadership, teamwork and engagement. Students engage in a major community partnership project (the Advance program) and carry out various volunteer works around the school and community. They also engage in a number of opportunities involving their personal growth which included the Bronze Duke of Edinburgh program. Students complete the Peer Skills training as part of the BRICKS project, a Level 1 First Aid course, a REACH workshop, the Victorian Arts Centre Connect 9 program and Coaching Students to Success modules.

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<tr>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>Business Studies</th>
<th>Health</th>
<th>PE</th>
<th>History - Semester 1</th>
<th>Geography - Semester 2</th>
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**Year 9 program day**

Students chose three electives each semester from:

Electives: Film Making; Woodwork; Home Economics; Robotics; Small Motors; Multi Media; Environmental Science; Art; Textiles; Marine Studies; Electronics; Crazy Chemistry; Programming iPhone Applications. - three subjects for two periods a week.
CURRICULUM Years 10-12

LATER YEARS (Year 10 – 12)
The Later Years program is driven by the Managed Individual Pathways approach. This involves individual interviews with all students from Year 10. These interviews are focused on student abilities, interests and career aspirations. A detailed handbook is available, upon request.

Year 10
Emphasis is placed on examining a range of post school options through an extensive vocational education program and individual planning. Selected students at Year 10 are offered the chance to include a VCE subject in their program. Others will opt to include a VET program. All students participate in Work Experience. At all times students are encouraged to keep their options open.

| English | Maths | Health | Science | Careers | Business Studies | PE | History | Geography
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<td>Semester 1</td>
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<td>Semester 2</td>
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<tr>
<td>Electives: Film Making; Community Service; Woodwork; Home Economics; Robotics; Small Motors; Multi Media; Outdoor Education, Environmental Science; Art; Textiles – three subjects for two periods a week</td>
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VCE
At Camperdown College we offer a wide range of VCE studies. Students achieve outstanding results and choose a wide range of post-school options.

VCAL
This offers students in Year 11 and 12 an alternative to VCE. Students who chose the VCAL option have found the hands on approach invaluable in developing skills that will make them sought after in the workplace and exploring a range of further education and training options. Detailed information is available in the Later Years Handbook.

VETis
Vocational Education and Training in schools courses enable students to complete TAFE certificates while still at school. These normally include work placement and provide an excellent window into apprenticeships. Successfully completed VET courses can be accredited in VCE results. Camperdown College offers a range of VET programs which have been enthusiastically received by students.

SBA
Students are also offered the chance to participate in School Based Apprenticeships which involve part time work and school.