

ESSENDON KEILOR COLLEGE 2019 STEP UP PROGRAM



NAME:

2019 HG:



“Welcome to the Next Step in your Educational Journey”

Year 7 (2018) – Year 8 (2019)

Year 7 – 8 STEP UP PROGRAM

“Workbook Contents “

SWPBS MATRIX	Page 3
ENGLISH	Pages 4 – 6
MATHS	Pages 7 – 9
HUMANITIES	Pages 10 – 18
SCIENCE	Pages 19 – 23
STEM	Pages 24 – 26
VISUAL COMMUNICATION & DESIGN	Pages 27 – 28
FOOD TECHNOLOGY	Pages 29 – 32
HEALTH & PHYSICAL EDUCATION	Pages 33 – 35
MUSIC	Pages 36 – 39
JAPANESE	Pages 40 – 41
ITALIAN	Pages 42 – 46

Essendon Keilor College
 "SWPBS Matrix "



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ESSENDON KEILOR COLLEGE – SCHOOLWIDE POSITIVE BEHAVIOUR

RESPECT – ENGAGE – ASPIRE – LEARN

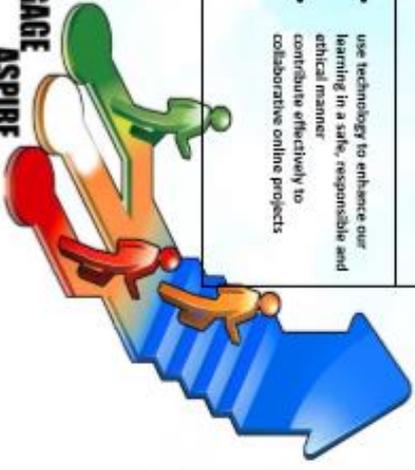
	CLASSROOMS	OUTSIDE AREAS	COMMUNITY	TECHNOLOGY
RESPECT	<p>We...</p> <ul style="list-style-type: none"> move safely and sensibly look after our property and the property of others bring all required equipment and materials use positive language and tone with all students, staff and guests allow others to learn and teach listen and promptly follow instructions follow copyright laws 	<p>We...</p> <ul style="list-style-type: none"> behave in a safe manner consider how our actions impact on others stay within school boundaries listen and promptly follow instructions keep our school clean, graffiti and vandalism free 	<p>We...</p> <ul style="list-style-type: none"> act as positive role models travelling to and from school appreciate diversity and treat all others as equals wear school uniform in accordance with the policy consider the rights of travellers, residents and business owners and care for public property 	<p>We...</p> <ul style="list-style-type: none"> use devices in accordance with the Acceptable Use Agreement seek permission before using devices in the classroom take photos or videos of people at school for educational purposes ONLY, and with their permission protect our personal information and that of others on social media
ENGAGE	<p>We...</p> <ul style="list-style-type: none"> ask questions and regularly act upon feedback make positive contributions to class discussions and activities work cooperatively with peers and staff explore new and established ways to further our learning encourage and support others in their learning 	<p>We...</p> <ul style="list-style-type: none"> involve ourselves in extra-curricular activities share outside spaces report hazards, concerns or issues to a staff member take responsibility for our own actions in the school grounds 	<p>We...</p> <ul style="list-style-type: none"> volunteer in the community represent the school at public events take responsibility for our own actions in the community support school approved charities 	<p>We...</p> <ul style="list-style-type: none"> use digital resources to assist our learning bring our digital devices to school fully charged and ready for use in class report inappropriate cyberspace behaviour to teachers, parents and/or police
ASPIRE	<p>We...</p> <ul style="list-style-type: none"> embrace new challenges in learning put effort into every task and persevere to increase our knowledge and skills strive for academic excellence set and evaluate learning goals seek out or take opportunities to develop our leadership skills 	<p>We...</p> <ul style="list-style-type: none"> care for our environment using sustainable practices wear school uniform correctly and with pride 	<p>We...</p> <ul style="list-style-type: none"> value shared experiences with the community and learning new skills outside the classroom act to bring credit to the school 	<p>We...</p> <ul style="list-style-type: none"> use technology to enhance our learning in a safe, responsible and ethical manner contribute effectively to collaborative online projects

POSITIVE VALUES

POSITIVE BEHAVIOURS

POSITIVE OUTCOMES

RESPECT
ENGAGE
ASPIRE
LEARN



ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

ENGLISH

Resources Required:

- Pens
- Highlighters
- Insight English textbook (your teacher should have this for you, if not please bring to class)

Learning Intention – *To investigate the concept of personal identity*

- Determine the factors that shape personality
- Write a poem celebrating what makes you special

SWPBS Focus

Make positive contributions to class discussions and activities

Skill Focus

- Collaborative learning
- Brainstorming
- Reading
- Writing
- Speaking & Listening

Application Task

1. Ice-Breaker Activity – ‘Find someone who.....’
2. Introduction to ‘Identity’ – Small group Brainstorm
3. YouTube Clip – ‘Identity Short Film’ (<https://www.youtube.com/watch?v=ikGVWEvUzNM>)
4. What is the message of this short film? – Small Group Discussion
5. Activity 1.1 ‘What is identity?’ – Individually complete the activity in your *Inspired English* Book on page 140
6. Think, Pair, Share Activity - Share your responses with those around you
7. Activity 1.2 ‘Portrait Poem’ – Work on your draft of this poem

Homework Task: *To be posted on google classrooms*

- Complete your Portrait Poem electronically using Word (or a similar program) and submit to your Google Classroom. Make it bright, colourful and quirky!
- Choose an independent reading NOVEL and complete the book review sheet



Find Somebody in this Class Who.....



Name: _____

1. _____ has brown eyes.
2. _____ has a dog.
3. _____ likes maths.
4. _____ wears glasses.
5. _____ is left-handed.
6. _____ made their own bed this morning.
7. _____ was driven to school.
8. _____ likes cheese pizza.
9. _____ was born in January.
10. _____ likes to read.
11. _____ can count to ten in Japanese or Italian.
12. _____ has been on an aeroplane before.
13. _____ likes to sing.
14. _____ is a good artist.
15. _____ has been on a boat.
16. _____ takes dance classes.
17. _____ has a younger sister.
18. _____ has an older brother.
19. _____ has been camping.
20. _____ has a cat or mouse.

Year 8 English
"Book Review"

Plot:

Write a few sentences describing what happens in the story without giving too much away.

Characters:

Choose 2 characters. Describe their personality. Did you like them?

Settings:

Where is the story set? What words or phrases tell you about the location?

Your opinions: *Choose one or two comments from the list to concentrate on.*

What was your favourite part of the book and why? Is there anything you disliked about the book? Did the story have a moral/message? How successful was the author in delivering it? Are there any others books or series you would compare it to? Would you recommend this book to anyone and why?

Give the story a rating out of 5



ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

MATHS

Resources Required:

- Games of Algebraic Horse race with Integers
- Counters
- Dice (supplied by teacher)

Learning Intention: *I can use my BIDMAS and substitution skills with negative numbers*

SWPBS Focus

Embrace new challenges in learning

Skill Focus:

Remember: Multiplication and Division of Negative Numbers

The product or quotient of two integers of the same sign is a positive integer.

- Positive \times Positive = Positive
- Positive \div Positive = Positive
- Negative \times Negative = Positive
- Negative \div Negative = Positive

The product or quotient of two integers of opposite signs is a negative integer.

- Positive \times Negative = Negative
- Positive \div Negative = Negative
- Negative \times Positive = Negative
- Negative \div Positive = Negative

Remember BIDMAS (Brackets first, Indices, Division /Multiplication then Addition/Substitution)

Remember that $5a$ means $5 \times a$, and $5/a$ means $5 \div a$

Application Task:

- Students will undertake an Algebraic Horse Race. Multiple players will compete using a dice and the board game and work towards completing the course using mathematical equations (multiplication & division of negative numbers)
- Negative number worksheet will be introduced ready for the homework task
- If time permits students will engage in a Card game

Homework Task:

Negative number worksheet posted on Google Docs

FOLLOWING ORDERS WITH INTEGERS

TASK 1 No calculator

Evaluate each expression *without* using a calculator, being careful to abide by the order of operations.

a $-21 + 2 \times 6 - 3$	b $\frac{-45}{70-75}$	c $\frac{25 \times 2 - (-5)}{11}$
d $(-4 + 7) \times (16 - 9)$	e $120 - 20 \times 5 - 40 \div 2 \div 5$	f $(7 - 10)^3 + 21 \div -7$
g $234 \div [103 - (72 - 86)]$	h $(-5)^2 \times 6 \div [10 \times 5 \div (-10)]$	i $\{[79 - (2 - 3)] \div 4\} - 18 \times (-7 - 3)$

TASK 2 Calculator

Brackets and negative signs can be entered on a calculator.

Be careful: With fractions you may need to include brackets that are 'invisible'.

Example

To evaluate $\frac{-76 \times 4 + 12}{-49 - 44}$ you must enter the 'invisible brackets' $\frac{(-76 \times 4 + 12)}{(-49 - 44)}$

Answer: 4

Use a calculator to evaluate these expressions.

a $-17 \times (4567 - 929)$	b $32 \times [(-85 - 132) \div 7]$
c $\frac{286 - 534}{4}$	d $\frac{(-2)^5 + 131}{85 - 118}$

**ESSENDON KEILOR COLLEGE
2019 STEP UP PROGRAM**



YEAR 8

Humanities

Resources Required:

- Humanities Alive Textbook
- Pens & Paper

Learning Intention

Students will understand the different ways individuals earn income in the economy.

SWPBS Focus

Put effort into every task and persevere to increase our knowledge and skills

Skill Focus

Students will look at the different ways income is earned and how these differ depending on the type of employment undertaken. Students will understand both the positive and negative aspects of the different ways Australians earn income (Wage, salary, commission, royalty, fee, interest, rent, welfare). Students will consider how this will vary depending on which type of career they pursue.

Application Task

- Students will begin by looking at the different types of jobs undertaken in the city of Melbourne. They will be asked to come up with a list of possible areas of employment
- Students will then look at the PowerPoint 'Ways to Earn Money'. They will make notes on the different ways that individuals can earn their income. They will also discuss and make notes on what would be the advantages and disadvantages of each method.
- Students will then look at a series of photos of different jobs and classify these under one of the ways people earn money.
- Students then go back to their original list and classify these jobs
- Students will work on Pages 446 to 447 of the text book and complete Questions 1 to 5

Homework Task: To be posted on google classrooms

- Students must complete Questions 1 to 5 after reading pages 446 to 447 of the Humanities Alive Textbook

22.1 Why we work

Have you ever wondered why most adults get up nearly every morning and rush off to work? Work provides us with an income that allows us to buy the things that we need and want. It also provides people with many other benefits and can improve our overall health and wellbeing.

Income

Income is the money that people receive, most often as a result of **employment**. Some people receive their income by running a business, while many others provide their skills, effort and knowledge to a business or organisation in return for money, known as a **wage**.

The amount of income that people earn will depend on a wide range of factors including:

- how many hours they work
- the difficulty of the work they do
- the qualifications and experience that they have

- how many other people are able and willing to do the same job
- government laws surrounding the minimum amount that workers must be paid under those circumstances
- the strength of workers' unions, which fight for better pay and working conditions for the workers of that industry.

Purpose

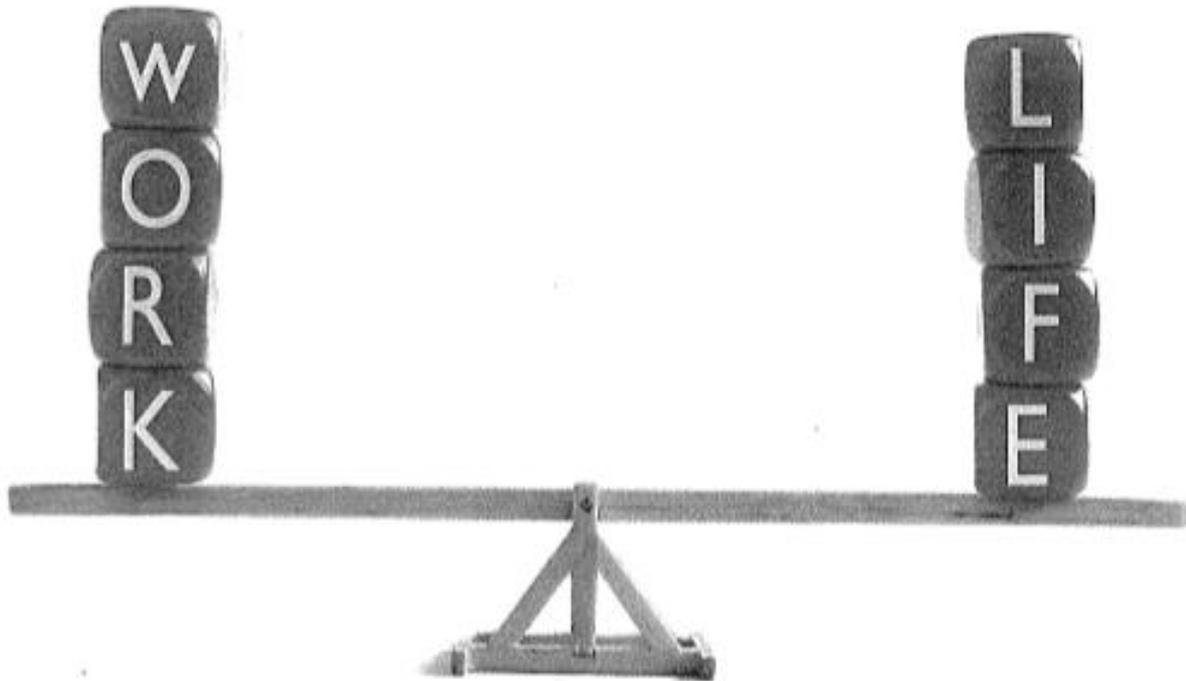
Another reason people work is because it gives them a sense of purpose. For instance, your teachers might enjoy their job because they are making a difference in people's lives, mostly through your education. Similarly, a nurse may feel a sense of satisfaction knowing that he or she is helping look after sick people. People can make positive contributions to society by working, which in turn, gives them a sense of worth.



Source 1 According to a 2016 study by the Australian Taxation Office, surgeons are the highest paid professionals in every state and territory. On average, Victorian surgeons earn \$368,963 each year.



Source 2 More and more people are taking up unpaid work as volunteers to help their communities. Sometimes it is the act of working, rather than being paid, which is important to people.



Source 3 Finding the right work-life balance is very important for our wellbeing but is becoming increasingly difficult in Australia's highly competitive market for jobs. It is suggested that eight hours of work, eight hours of rest, and eight hours of leisure time per day provide a rough guide for achieving this balance.

Even though the government may provide some assistance to those who are unable to find work, most adults feel the need to earn their income through work. *Low self-esteem* is a common problem for people who lose their job or are unable to find work. This is one of several reasons why the government aims to create a healthy economy that provides its citizens with enough jobs, rather than just giving people money.

Other benefits

There are many other benefits of working. Many people feel that having the right balance between their work and personal life outside of work (known as *work-life balance*) is key to leading a happy and healthy life. Some people enjoy the type of work that they do and would simply find not having a job too boring. Others value the relationships that they build while working, and the social interaction that comes with their jobs.

Check your learning 22.1

Remember and understand

- 1 What is an income and why do we need it?
- 2 List three factors that affect the amount of income that a person will receive from their job.
- 3 What is work-life balance and why is it important?

Apply and analyse

- 4 Why do you think surgeons earn so much money?
- 5 Look at Source 3:
 - a Why do you think people might do unpaid volunteer work?
 - b What does this tell you about why people work?

Evaluate and create

- 6 Conduct a survey of your teachers and parents to find out why they do the jobs they do, and whether they like their jobs.

skilldrill: Reasoning and Interpretation

Interpreting economic data from a bar graph

An important part of being an economist is being able to interpret data so as to gain information which can be used for decision making. We can interpret economic data from bar graphs, using the following steps:

- Step 1** Read the questions. By reading the questions first, you will know what to look for in the graph, and have a better understanding of the purpose of the task.
- Step 2** Read the title and labels. Read the title of the graph and the labels on the end of each axis. This will give you an understanding of what is being measured.
- Step 3** Find the relationship. The goal of interpreting data from bar graphs is to visually compare values, such as minimum wages for different variables, such as nations.
- Step 4** Identify points of interest. Are there any values that stand out for being much bigger or smaller than other values? If so, what might be the reasons for this?
- Step 5** Answer the questions.

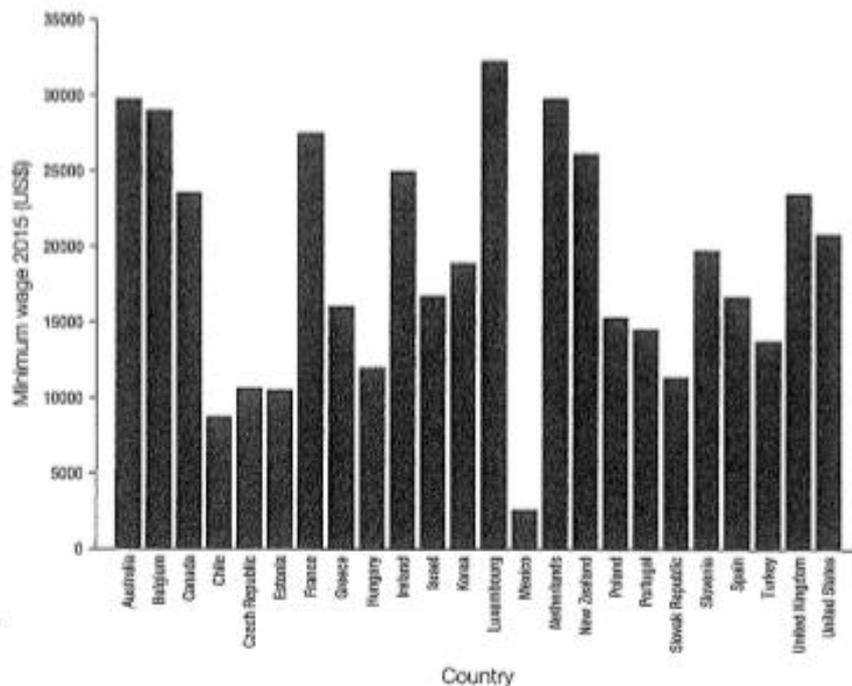
Apply the skill

Using the steps of the skill drill, answer the following questions about the bar graph shown in Source 2.

- 1 Which nation has the highest minimum wage?
- 2 What is Australia's minimum wage as given in \$US?
- 3 From the nations listed, which country has the lowest minimum wage?
- 4 Which nation would you most like to live in if you were an unskilled worker? Why?
- 5 Do you think that Australia should lower its minimum wage, or try to help other nations raise theirs? Justify your choice.

Extend your understanding

- 1 Some people argue that there needs to also be a 'maximum wage' to promote equality in our society. Use the internet to research this idea and write a paragraph explaining why you think this would be a good or bad idea.



Source 2 A comparison of the real minimum wages of workers by nation in 2015 (in US dollars)

22B rich task

Minimum wages around the globe

The minimum wage sets the legal standard for how much people must be paid.

Employers cannot pay their workers less than this amount. In this way, the minimum wage prevents workers from being taken advantage of and falling into poverty even when they are working hard. Yet some economists argue that the minimum wage in Australia is too high and could be costing Australians jobs in the long run. They believe that businesses that cannot afford to pay the minimum wage will either close down or move their operation overseas, meaning fewer jobs for those who need them.

Working Australians enjoy high living standards compared to many people around the world. This is partly because minimum wage laws ensure that we all get a fair share of the profits if we work for an employer. However, because businesses can now outsource work to other countries, some economists argue that a lower minimum wage is needed to keep businesses, and the jobs that go with them, in Australia. Supporters of a higher minimum wage argue that lowering the minimum wage does nothing but cause competition between workers around the world to see who will settle for the lowest wages. Would Australians be willing to work for less than a dollar an hour, as is the case in many other nations? They argue that business owners already make substantially more than the workers who perform the actual tasks of the business, and should be required to pay workers their fair share.

Source 1 Protesters hold signs at a rally in support of a minimum wage increase in New York, USA, on 15 April 2015. Fast-food workers held rallies in 236 American cities in their fight for higher pay and union rights.



Year 8 Humanities – Economics

“The World of Work “

Goal: _____

Using the table below make a list of all the types of employment you expect to find in the city.

Type of Employment		Type of Employment	
i.e			
1. Taxi		11.	
2. Florist		12.	
3. IT consultant		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10.		20.	

Notes: Facts about Money

Fact 1. _____

Fact 2. _____

Fact 3. _____

Fact 4. _____

Fact 5. _____

Way of Earning Money	Definition	Example	Positive Negatives
1. Wage			
2.			
3.			
4.			
5.			
6.			

7.			
8.			
9.			
10.			

Look at the photos on the PowerPoint:

What are the following jobs and how do they earn their money?

Type of Employment		Type of Employment	
1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10.		20.	

So what have you learnt about Money?

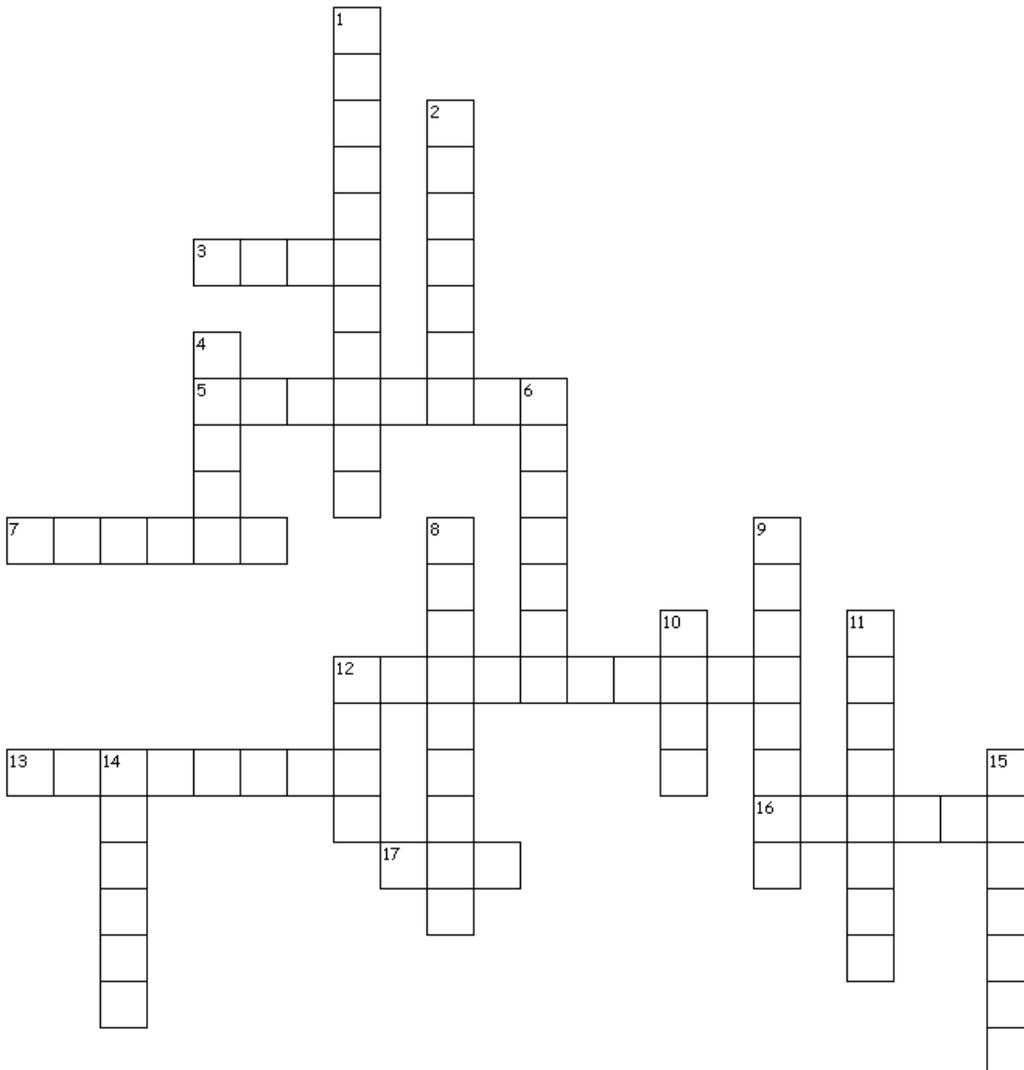
Test yourself on how well you have understood what we have studied in Class today. Can you answer these clues?

Across

- 3. When you are paid by the hour.
- 5. For money to work it must be everywhere.
- 7. Before money people used to
- 12. The more I sell the more I earn as a commission. Who am I?
- 13. This profession get a royalty for their creation.
- 16. The amount of money available out there needs to be limited, or otherwise it will lose its value
- 17. Something dentists get per patient.

Down

- 1. Money needs to be hard to
- 2. This profession receives a fee every time they see a patient
- 4. Money helps us compare when shopping for goods.
- 6. For money to effective it must withstand 'wear and tear' and be
- 8. Write a hit song, get it played on the radio, and you might earn money this way.
- 9. If you invest all you savings you may earn
- 10. A place where money might be found.
- 11. Money needs to be if I am to carry it about.
- 12. Own a property and you might earn money this way.
- 14. Paid over a year, usually every second week, regardless of how many hours you work.
- 15. Paid by the government.



ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

SCIENCE

Resources Required:

- Pens/Pencils

Learning Intention

- To be able to identify and label parts of a microscope
- To be able to use a microscope and prepare a slide

SWPBS Focus

Work cooperatively with peers and staff

Skill Focus

- Using a microscope
- Preparing a slide
- Recording observations

Application Task

- Lab safety game (Science wars)
- Microscope Power point
 1. -What it is
 2. -What it's used for
 3. -How to use it
 4. -Links to Year 8 Science

Practice focusing – random prepared slides (2 or 3 each)

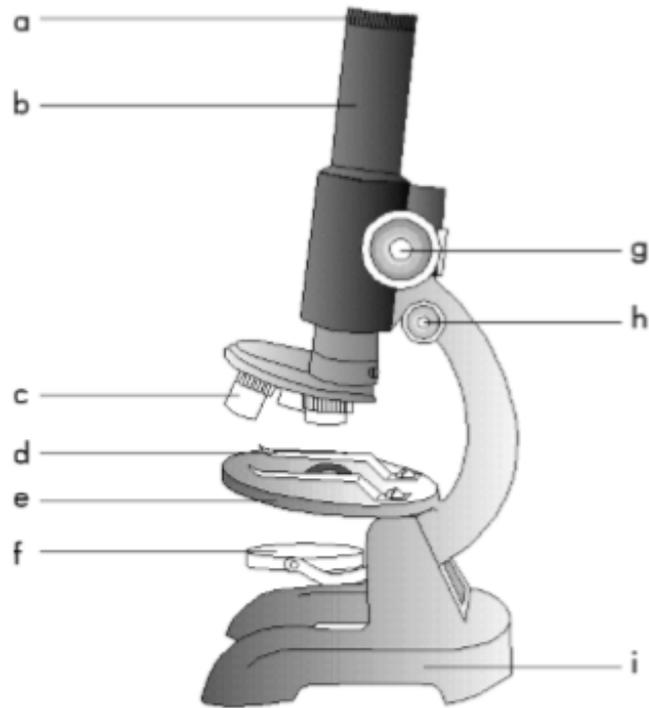
- Onion skin practical
 1. -Teacher demo
 2. -1 Page handout with few questions/observations
 3. -Clean up

Homework Task:

- Label a microscope task + questions

Label the microscope

Use the following diagram to complete the table below. It relates to parts of a microscope and their purpose.



Letter	Correct name	Function
a	_____	_____
b	_____	_____
c	objective lens	_____
d	_____	_____
e	_____	Controls the light directed upwards through specimen
f	_____	_____
g	_____	Allows you to quickly get an approximate focus
h	_____	_____
i	base	_____

Year 8 Science

“Making an Onion Slice”

Name: _____

Setting The Scene: Cells are very small. You cannot see them without help. You have already learnt how to use a microscope, and you will now use a microscope to observe a plant cell.

Aims: In this practical you will:

- use a microscope
- prepare an onion cell slide
- use the microscope to observe these cells

You will be working scientifically to:

- make a prediction
- use appropriate techniques, apparatus, and materials during laboratory work
- make and record observations.

Safety:

- Take care when lifting microscopes and when using glassware
- Beware of broken glass
- Ask a responsible adult to sweep up broken glass immediately
- Avoid getting iodine solution on your skin
- Wear eye protection.

Equipment and materials:

- microscope
- glass slide and coverslip
- forceps
- iodine solution and pipette
- onion slice
- eye protection

Prediction:

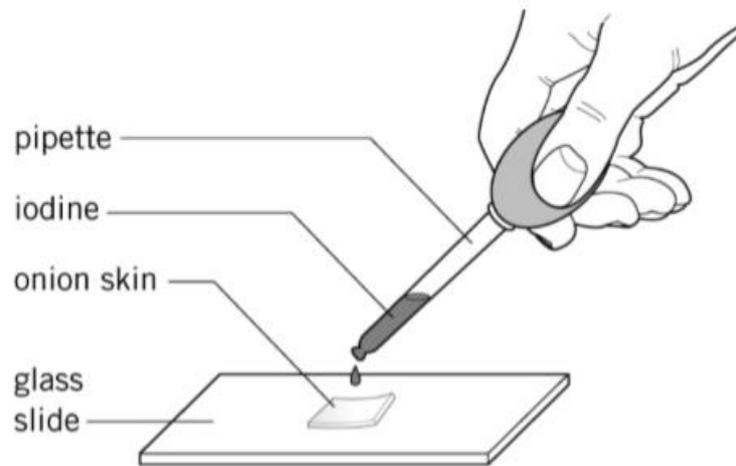
What components of a cell do you expect to see?

Method:

1. Collect a piece of onion.
2. Remove one of the onion layers.
3. Using forceps, carefully peel off the inner skin of the onion layer.



- Place the onion skin onto a clean glass slide. Use your forceps to keep the onion skin flat on the glass slide.
- Using a pipette, add one or two drops of dilute iodine solution on top of the onion skin.



- Place a coverslip on top of the skin.
- Observe using a microscope.

Results:

- Draw a labelled diagram of an onion cell in the space below.
- Hint:** Use a pencil for your drawing. Label lines should be drawn using a ruler.

Questions:

1. What components of the cell can you see using the microscope?

2. What did you do to make the experiment safe?

3. Why did you use iodine to help make your slide?

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

STEM

Resources Required:

- Pens and pencils

Learning Intention:

Apply design thinking skills

SWPBS Focus

Explore new and established ways to further our learning

Skill Focus:

In this lesson, you will apply design-thinking skills and methodologies to develop multiple solutions to real-world scenarios.

You will:

- Empathise with the problem to gain a human-centric understanding of the scenario
- Define the problem to encourage solution-based thinking
- Ideate and generate a range of solutions
- Prototype an action plan to implement a solution
- Test the validity of your prototyped solution
- Reflect on how well you have achieved your objectives

Application Task:

EKC now & in the future

Applying design thinking to improving EKC

- In this task, your teacher will provide you with a scenario regarding student life at EKC. You will work in small groups to apply design-thinking methodologies to your scenario and develop a solution.

Homework Task: To be posted on google classrooms

Design process reflection

Reflect on how well you applied the design process

- Complete the design process reflection sheet

Year 8 STEM
"Reflection"

Please, complete this reflection survey after you complete your task, answer the following questions in complete sentences.

Name: _____

Class: _____

Q1. Describe the types of challenges you encountered while you were working on this project. Explain how you solved them.

.....

.....

.....

.....

.....

Q2. What was satisfying or interesting about this project?

.....

.....

.....

.....

.....

Q3. Describe aspects you find frustrating about this project. List the strategies or actions that allowed you to overcome it.

.....

.....

.....

.....

.....

Q4. What is one thing you particularly want your instructors to notice when they look at your work?

Q5. Think about next year's students coming to this class, what would you like to have included, removed or modified from this project to improve the experience for next year's students?

Q6. How well did you apply the design thinking methodology in this project? Which steps did you find easy? Which steps were difficult?

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

VCD

Resources Required:

- HB pencil/ 2B pencil
- Eraser
- Sharpener
- Fine-liner

Learning Intention:

To gain an understanding of perspective drawing by using the correct equipment and procedures.

SWPBS Focus:

Ask questions and regularly act upon feedback

Skill Focus

- drawing accurately with a ruler
- gaining a knowledge of a 3d drawing process
- toning a picture using a light source

Application Task

The students will learn the basics of using perspective to create a drawing where objects get smaller as they recede into the distance. The students will also tone their drawing using a light source and add to their picture using observational drawing. Presentation will also be an important consideration.

Homework Task: To be posted on google classrooms

History of perspective drawing:

Students are to research who pioneered perspective drawing and why it became a popular form of drawing in paintings and architecture. Use 2 pictures from the internet as examples. (100 words)

Year 8 VCD
"Research Task"

Research who pioneered perspective drawing (100 words)

Provide 2 examples from the internet of **perspective art** and insert below:

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

FOOD

Resources Required:

- Kitchen equipment
- Students to bring a container and writing equipment

Learning Intention

- To learn how to use the equipment
- To understand the safe use of equipment
- To understand the importance of personal and workspace hygiene

SWPBS Focus

Listen and promptly follow instructions

Skill Focus

- Introduction to kitchen equipment and preparation skills
- Cutting, mixing, measuring, rolling, coating

Application Task

Students will make Apricot Truffles and be introduced to homework sheet related to Dressing Safely in the Kitchen

Homework Task:

- posted on google classroom (code: loeo7ig)
- DRESSING SAFELY IN THE KITCHEN
- Due first lesson 2019. Hand in either via goggle class room or as a hard copy.

Year 8 Food
"Apricot Truffles "

INGREDIENTS:

- ½ cup of dried apricots, finely chopped
- 1 cup desiccated coconut
- ¼ teaspoon (tsp) lemon juice
- ¼ cup (60ml) condensed milk
- 1 tablespoon (tb) extra coconut

METHOD:

1. Combine finely chopped apricots, coconut, lemon juice and condensed milk in a bowl.
2. Place extra coconut onto a plate.
3. Wet your hands. Use teaspoonful's of the mixture to roll into balls.
4. Roll balls in extra coconut.
5. Refrigerate until the truffles have harden.



Year 8 Food
"Dressing Safely in the Kitchen"

1.16 Activity

Street clothing

Look at Figure 1.17 and answer the following questions:



Figure 1.17 Street clothing is not appropriate in the kitchen.

1. Explain why it is unsafe to wear street clothing in the kitchen.

2. Analyse the footwear of the person in the photograph.

3. Baggy clothing and buttons that are undone can be a potential safety risk. List the reasons why this is the case.

4. Develop a list of accidents that could result from the clothing on the person in the photograph.

5. Suggest how a person should be dressed when working in the kitchen. Be sure to consider clothing or dress issues from head to toe.

6. Think further than the school or home kitchen. Generate a list of other special uniforms that might be necessary in areas where food is prepared and served. Consider the following:

- a restaurant manager
- b waiter/waitress
- c chef
- d kitchen assistant
- e sandwich maker in a sandwich shop.

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

PHYSICAL EDUCATION/HEALTH

Resources Required:

- writing materials
- runners

Learning Intention:

HEALTH- *To gain an understanding of the 5 dimensions of health and how they interrelate to one another*

PHYSICAL EDUCATION- *To reinforce an understanding of the various fundamental motor skills and how they are proficiently performed.*

SWPBS Focus

Bring all required equipment and materials

Skill Focus:

To gain an understanding of how many areas fall under the umbrella of health. In Physical Education to perform the various skills involved in the minor game and whilst playing exhibit sportsmanship and teamwork.

Application Task:

1. Students to brainstorm a definition of health
2. Get students to read out responses / class discussion of how do you know if someone is healthy?
3. Students to brainstorm the many things that influence a person's health/ record responses on whiteboard
4. Students to take notes on the 5 dimensions of health
5. Students to refer back to point 4 and place two influences of health in each of the 5 dimensions of health eg. flu would be placed in the physical dimension category
6. Explain Collage Assessment Task (likes/ interests/ role models/ family/ friends/ hobbies)

Practical session

Students are to play two minor games ('Kick and throw' and 'Kickball') which have different motor skills. Before beginning, students will be asked to identify the motor skills involved in the minor game/ and for one of these skills to explain the technical points associated with successfully executing that skill.

Homework Task:

- Sign up to google classroom.
- Complete worksheet – Dimensions of health summary questions.
- Collate pictures for Collage Assessment Task.

Year 8 Health & Physical Education

"Dimensions of Health"

- 1) Provide three scenarios of how one dimension of health may impact on another. E.g. my uncle broke his leg. He was unable to attend football training or go to AFL games because of the stairs. He was really upset about this.

His broken leg had an impact on his physical, social and emotional health.

1) _____

2) _____

3) _____

- 2) Which celebrities do you think are healthy? Who do you think represents a picture of good health? How and why?

- 3) What does 'being healthy' mean to you?

- 4) What or whom do you believe has had the greatest impact on your perception of health to date? Why? E.g. family, friends, media, etc.

Year 8 Health & Physical Education

“Collage Work Requirement”

You are to design a collage of yourself

Collage: a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.

It needs to include:

- Your first name (main focus point)
- Pictures/drawings of you at different stages of your life
- Magazine pictures/ drawings of things that represent your values and identity. I.e. things that you are interested in, such as hobbies, clothes, roles models, food, school subjects, the career path you would like to take.
- Pictures/drawings of people whom you have an important relationship with. E.g. family, friends, neighbours, coaches.
- **Minimum of 20 pictures need to be displayed.**
- **Be creative!!!**

Collage Work Requirement Rubric

Criteria	Excellent 5	Very good 4	Good 3	Adequate 2	Limited 1	Not shown 0
Variety	There are over 20 pictures used, showing a large variety of interests and expresses personal identity.	There are over 20 pictures used, showing a variety of interests.	There are just under 18-20 pictures used, showing a good level of personal identity.	There are 15-18 pictures used, showing an adequate level of interests.	There are under 15 pictures used.	Not shown.
Creativity	There is an excellent level of creativeness used to create this assignment.	There is a very good level of creativeness used to create this assignment.	There is a good level of creativeness used to create this assignment.	There is an adequate level of creativeness used to create this assignment.	There is a limited level of creativeness used to create this assignment.	Not shown.
Submission	Assignment was submitted before the due date, or on the due date.	Assignment was submitted 1 day after the due date.	Assignment was submitted 2 days after the due date.	Assignment was submitted 3-5 days after the due date.	Assignment was submitted over a week after the due date.	Not shown.
TOTAL	/15	%				
Comments						

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

MUSIC

Resources Required:

- Musical instruments: acoustic guitars, bass guitar, keyboards and a drum-kit.
- <https://www.youtube.com/watch?v=O21xFX7QBpE> (lyrics)
- <https://www.youtube.com/watch?v=ZgdufzXvjqw> (original/ live performance)

Learning Intention: *Today I will learn to sing and play Bill Halley's song 'Rock Around the Clock' on a chosen instrument*

SWPBS Focus

Allow others to learning and teach

Skill Focus

- Learning to play chords (A, E, D and F) on a keyboard and on a guitar
- Playing a steady beat in 4/4 time
- Working in an ensemble / listening and supporting to each other
- Singing solo or in a group

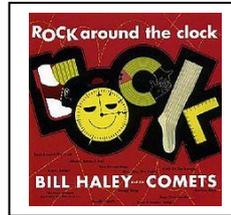
Application Task

1. Singing Activity:
 - 'Warm-up' exercise vowels MA,ME,MI,MO,MU
 - 'Rock Around the Clock'- sing along with the original recording and then sing with the guitar or piano accompaniment (Intro, Verse1, Chorus, Verse 2 and Chorus)
2. Learning to clap a steady 4/4 beat and then play the 'AIR DRUM', practising a simple Rock beat (hi-hat and kick on 1 and 3/ snare-drum on 2 and 4). A few people can have a go on the drum kit.
3. Guitar chords:
 - Guitar chord charts/hand shape for A, E, D and F to be learned; chords to be strummed in 4/4; changes from one chord to another practised or class to be divided into four groups; each group is to play only one chord at the time. This will allow the song to be played without any unnecessary tempo changes.
4. Keyboard:
 - Learning to play A,E, D and F on the keyboard
 - Practising changes from one chord to another.
5. Bass guitar:
 - Learning to play A, E D and F on a bass guitar.
6. Ensemble performance/the whole class performance: everyone is to sing the song and play the instrument of their choice (guitar, drums or keyboard).
 - If time allows, there can be a "Battle of the Bands"

Homework Task: To be posted on google classrooms

- Song analysis: 'Rock Around the Clock'

Rock Around the Clock by Bill Haley and The Comets



Intro:

A
 One, two, three o'clock, four o'clock rock
 A
 Five, six, seven o'clock, eight o'clock rock
 A
 Nine, ten, eleven o'clock, twelve o'clock rock
 E E E E
 We're gonna rock around the clock tonight

Verse 1:

A A A A
Put your glad rags on and join me hon'
 A A A A
We'll have some fun when the clock strikes one

Chorus:

D D D D
We're gonna rock around the clock tonight
 A A A A
We're gonna rock, rock, rock, 'till broad daylight
 E E E E A-----
We're gonna rock, gonna rock around the clock tonight

Verse 2:

*When the clock strikes two, three and four
 If the band slows down we'll yell for more.*

Chorus

Verse 3:

*When the chimes ring five, six, and seven
 We'll be right in seventh heaven*

Chorus

Verse 4:

*When it's eight, nine, ten, eleven too
 I'll be goin' strong and so will you*

Chorus

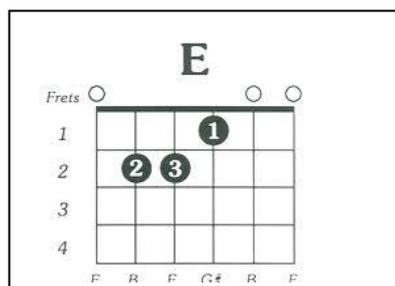
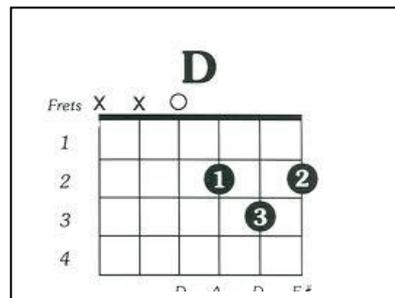
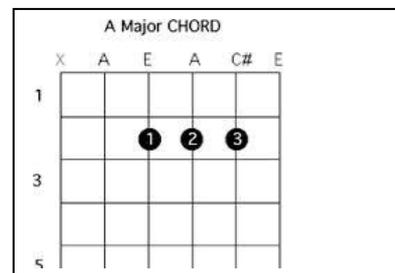
Verse 5:

*When the clock strikes twelve we'll cool off then
 Start rockin' 'round the clock again*

Chorus

Bass Guitar:

Chord	String	Fret
A	3	0
D	2	0
E	4	0



Keyboard:

A= A C# E
 D= D F# A
 E= E G# B

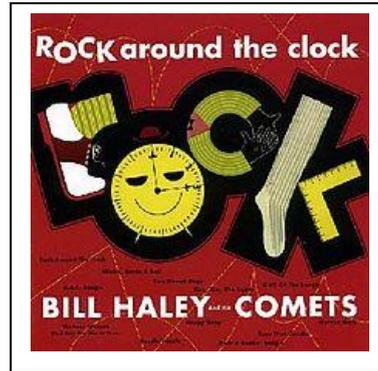
Year 8 Music
"Rock Around the Clock"

Student: _____

Task: Song Analysis

Song Title: 'ROCK AROUND THE CLOCK'

Performer/Band: Bill Halley and His Comets



Instructions: Answer the following question in full sentences:

1. What do you think is the speed of this song?

2. Does the speed of the song vary at all?

3. Is the song suitable for dancing? Explain your answer.

4. Are the drums very strong in this song?

5. Do you think the drums are important in this song? Explain your answer.

6. List all the instruments you can hear in this song.

7. Which instrument plays a solo in the middle of the song?

8. Critics describe this song as 'crazy and wild'. Do you think this is a good description of the song?
Explain your answer.

9. What event do the lyrics (the words) of the song describe?

10. Do you think there is a repeated chord pattern in the song?

11. Describe in your own words how the song ends.

12. Do you like this song? Explain your answer.

Teacher Comment:

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

JAPANESE

Resources Required:

- Hai 2 workbook
- Japanese exercise book
- Pens, pencils, erasers, highlighters

Learning Intention

By the end of the lesson, I will be able to:

- Sing a new Japanese song
- Understand and give some classroom instructions
- Understand a little about Japanese robotics

SWPBS Focus

Use positive language and tone with all students, staff & guests

Skill Focus

- Understanding and giving instructions
- Singing a 'classroom instruction' song
- Understanding about electronic pets

Application Task

- Learning new instruction words from a song
- Writing the instruction words in Hiragana
- Listening to Japanese people giving instructions
- Playing instruction games
- Watching short videos on Japanese robots and discuss their skills/abilities

Homework Task: To be posted on google classrooms

- A research task on Japanese robots

Year 8 Japanese
“Research Task”

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 8

ITALIAN

Resources Required:

pens and pencils

Learning Intention: *I will use adjectives to describe animals in Italian*

SWPBS Focus:

Use positive language and tone with all students, staff & guests

Skill Focus:

- learn new animal vocabulary
- learn adjectives to describe animals
- revise masculine and feminine nouns
- use the correct noun/adjective agreement when describing animals

Application Task

1. Learn new animal names (Can I guess the English?)
2. Place the animal names into masculine and feminine categories
3. Revise colours and learn new adjectives to describe animal characteristics
4. Write sentences to describe animal colours and animal characteristics
5. Game – WHO AM I? / CHI SONO? (practise writing, speaking and listening in Italian)
Each student chooses an animal and writes two sentences to describe it. Everyone then has a turn to stand up and read their clues to the class. Raise your hand if you know the answer. Your questions and answers must be written like this...

Clue: Sono grigio e grande. Sono spaventoso. Chi sono?

Answer: Sei lo squalo

6. Re visit goal – Can i confidently describe animals in Italian?

Homework Task: Please go to our Google Classroom page to see the holiday homework. It will be due the first week back at school and must be posted to our Google Classroom page

Year 8 Italian
"Gli animali dello zoo"

VOCABULARY SHEET



gli animali

l'italiano	l'inglese	l'italiano	l'inglese
l'echidna	echidna	la giraffa	giraffe
la scimmia	monkey	la tartaruga	turtle
la tigre	tigre	la zebra	zebra
il canguro	kangaroo	l'elefante	elephant
lo struzzo	ostrich	il leone	lion
lo squalo	shark	il pappagallo	parrot

aggettivi (i colori)

l'italiano	l'inglese	l'italiano	l'inglese
giallo/a	yellow	rosa	pink
azzurro/a	light blue	viola	purple
bianco/a	white	arancione	orange
nero/a	black	marrone	brown
grigio/a	grey	verde	green
rosso/a	red		

aggettivi (le caratteristiche)

l'italiano	l'inglese	l'italiano	l'inglese
lento/a	slow	veloce	fast
piccolo/a	small	feroce	ferocious
pigro/a	lazy	forte	strong
spaventoso/a	frightening	grande	big
timido/a	shy		

Year 8 Italian
 “Gli animali dello zoo”



1. Write ‘maschile’ or ‘femminile’ next to each animal

l’animale	maschile o femminile	l’animale	maschile o femminile
l’echidna		la scimmia	
la giraffe		la tartaruga	
l’elefante		lo squalo	
lo struzzo		il pesce	
il leone		la zebra	
la tigre		il pappagallo	
il canguro			

2. Using this model, write four questions and answers asking and giving an animal’s colour. Remember that the adjective (colour) must agree with the noun

Di che colore è l’elefante?

L’elefante è grigio.

I. _____

II. _____

III. _____

IV. _____

3. Using this model, write four questions and answers asking and giving an animal's characteristic. Remember that the adjective must agree with the noun

Com'è il leone?

Il leone è feroce

V. _____

VI. _____

VII. _____

VIII. _____

4. Using the dictionaries in class, write five more animals that you would see at the zoo....*in Italian of course!!!* Include the definite article and also label it as *(m)* or *(f)*

Year 8 Italian
"Gli animali dello zoo"



i compiti – homework

- This is a homework task that is to be completed on the school holidays
- It is due the first week back at school
- You must upload it onto our Year 8 Italian Google Classroom Page

Task:

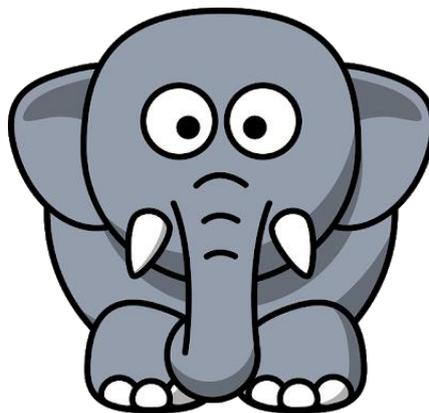
Create an A4 digital collage of six (6) zoo animals

You must include:

1. A title 'Gli animali dello zoo'
2. Six pictures of zoo animals
3. On top of each picture, their name in Italian
4. Under the picture, one sentence describing their colour and ANOTHER sentence describing a characteristic

Here is an example

l'elefante



L'elefante e' grigio

L'elefante e' grande

note: the word for 'is' in Italian is è. If you cannot access an Italian keyboard you can simply type it as e'