

The King David School Years 6-8 Information



THE KING DAVID SCHOOL



Modern | Thinking | Judaism

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Introduction

Middle Years is a term used to describe a transition in a student's educational journey from Primary schooling to Secondary. This transitional period occurs during adolescence when students are from 10 to 15 years of age. We know and understand that the learning and development needs of students during this stage will be significantly different compared to other stages of schooling. Middle Years students strongly identify with their peers and constantly seek greater independence, as they begin to develop their identities and express and experience new emotions. They have a strong sense of social justice as they begin to develop their own value system. Our Curriculum Elective Program and Co-Curricular offerings have been designed with this in mind. We hope students will take advantage of the wide variety of opportunities they can explore at The King David School.

Russell Kaplan
Vice Principal - Teaching and Learning

The Middle Years are when students are experiencing the greatest physical, emotional, intellectual and social changes of their lives. In the middle years students progressively seek greater independence and develop their individual identities and value systems. Intellectually they have a growing capacity for reflective global thinking and begin to make decisions beyond the home and family. They start to build or break relationships according to the life skills they are taught during Keshet (Homeroom), formally and informally. We aim to develop a deeper student understanding via engagement, reflection, collaboration, mentoring and sharing ideas. The main task of these years is to meet the developmental, social and educational needs of our students by providing a varied, challenging curriculum and a supportive school community.

Fred Kok
Head of Senior School

Jewish Life

As students transition from Junior School to Senior School, new avenues and expressions for Jewish life are opened up, in keeping with age and stage. Tefillah (prayer) continues to be central experience, when the year level comes together for a weekly Shacharit (Morning) service at which students, staff or special guests lead a service and teach about the parashat ha'shavuah (weekly portion) or other elements of Jewish life. The School believes that it is very important for all students to engage in meaningful prayer. We pray for various reasons: for students to be able to navigate their way through a prayer service, to foster spirituality, to connect with Am Yisrael (people hood) and to strengthen Jewish literacy. Students are encouraged to assume a leadership role during these services, and those with an upcoming Bar/Bat Mitzvah may be invited to help lead the service or receive a special blessing from the community.

Kabbalat Shabbat and the full Jewish calendar are observed and celebrated, and opportunities for tikkun olam (social justice) are offered regularly. Leadership capacity and social action are fostered at various levels through Kol Echad (One Voice - student action committee).

Kabbalat Dorot is a special program in Year 7, in which students spend a term exploring their family histories and create memorable albums that tell the story of their roots, their families, and their journeys. They interview family members, analyse documents, examine artifacts and then use this information to write migration stories, biographies and speeches that document their family's story. This process culminates in a special ceremony.

Wellbeing

The Positive Education movement has influenced the Wellbeing program in the Senior School where skills such as mindfulness and gratitude are taught to students. The Wellbeing program (called Sigsoog V' Revacha, Hebrew for Life Skills) develops social, emotional and behavioural skills with topics including health, relationships, friendship, cybersafety, values and personal safety.

The homeroom program in the Senior School is called Keshet (Hebrew for connection). Students start each day with a 15 minute Keshet time to focus on their sense of wellbeing, mindfulness and social connection.

The aim of Keshet is to support the social and academic development of the cohort (class and year level), in order to build community.

The Keshet program focuses on activities with the following goals;

Positive Emotion – fun, energisers, ruach (spirit)

Opportunities – student voice, initiative, leadership

Relationships – peer to peer, student to teacher

Environment – physical and atmospheric

Support – academic and personal

The Keshet teachers are the first port of call for student wellbeing. This important pastoral care role ensures that all students feel supported at School.

Wellbeing lessons focus on the development of social skills, health education and moral development. Students will be engaged with the RULER Approach, an emotional intelligence program which was founded at Yale University. Students will also look at a range of important topics including; bullying, cyberspace safety, friendship, mindfulness, self-esteem and resilience.

YEAR SIX	YEAR SEVEN	YEAR EIGHT
Adolescence and change Alcohol Basic first aid taking action Changing relationships First aid of sporting injuries Fitness How my body works -reproductive system and heart health Hygiene Maintaining self-esteem and self-concept Nutritional awareness Resilience - taking action Risky situations Safety in the community	Blood borne viruses Cannabis Drugs and sports and the media Fitness How my body works - digestive system Hygiene and its importance Minimising risk Nutrition Resilience and coping Resuscitation and emergency care Safety in the community Self-understanding sexual health Ways to communicate, cooperate and care for others	Being resilient as an adolescent Contraception First aid in aquatic environments Fitness Getting the big picture about alcohol and other drugs and drug use How my body moves - bones and muscles Protection in the outdoors Recognising abuse Safety with independence Self-understanding Sexual health Types and nature of relationships

Curriculum Overview

YEAR 6			
English / English Extension (Love of Literature)	Hebrew (ability grouping)	Humanities / Enrichment	Kindle Program
Jewish Studies & Tefillah	Mathematics / Mathematics Extension	Music	Philosophy
Physical Education	Science	Sport	Wellbeing
Visual Arts			

YEAR 7		YEAR 8	
English / English Extension (Love of Literature)	Hebrew (ability grouping)	English	Hebrew (ability grouping)
Humanities / Enrichment	Jewish Studies & Tefillah	Humanities / Enrichment	Jewish Studies & Tefillah
Mathematics (ability grouping)	Philosophy	Mathematics (ability grouping)	Philosophy
Physical Education	Science	Physical Education	Science
Sport	Wellbeing	Sport	Wellbeing

Electives

YEAR 7		YEAR 8	
Coding	Creative Design	Coding	Creative Design
Design and Technology	Food and Society	Design and Technology	Food and Society
French	Movement and Drama	French	Literature
Music	Sound Production	Media	Movement and Drama
Sport Science	Visual Art	Music	Sound Production
		Sport Science	Visual Art

Curriculum

English

During the middle years between Year 6 and 8, and as the intellectual capacity of young people develops, increasingly the students begin to write coherent, reasoned argument and analysis. Much of this learning is a result of exposure to particular texts, especially novels and films, to which the students respond to crystallise and extend their understanding of the main characters and key themes. In addition, especially in Year 6 and 7, imaginative writing tasks help the students stimulate their creativity. At times, poetry is both written and explored. To ensure that the formal skills of punctuation, grammar, spelling and comprehension all continue to become more accurate and sophisticated, there is a rigorous online program called Education Perfect which is used. Overall, approximately half of the students' writing is completed with the aid of a computer and half by hand.

Hebrew

The Hebrew curriculum is based on the Bishvil Ha'Ivrit program and is driven by the belief that mastery of Hebrew promotes students' understanding of their history, culture and tradition, excites them about lifelong Jewish learning, fosters a sense of belonging to the Jewish people and cultivates strong ties with Medinat Yisrael (the State of Israel) and Am Yisrael (the Jewish people).

The Bishvil Ha-Ivrit program seeks to create a community of Hebrew speakers who can participate in a casual conversation or sophisticated discussion in Hebrew, enjoy a Hebrew lecture, read a Hebrew book or an article in an Israeli newspaper using a critical lens and write a letter or an essay about personal, cultural, social, political and global issues.

In order to achieve these goals, Bishvil Ha-Ivrit, rooted in the Communicative Approach, offers students multiple opportunities to develop their 4 communicative skills – speaking, reading, listening and writing and critical thinking skills through sequential linguistic progression (grammar and vocabulary) embedded in socially relevant themes, resources and learning experiences.

The program introduces students to Hebrew from all historical periods: biblical, rabbinic, medieval, enlightenment and modern through authentic adapted texts from a wide variety of genres - conversations, interviews, articles, notes, questionnaires, songs, prose and poetry, and more.

As students gradually develop their Hebrew language proficiency and feel at home with the Hebrew language, they also interrogate and become aware of diverse viewpoints on daily life in Israel, Jewish tradition and history, society as a whole, and the world. In turn, we hope that students become critical consumers and articulate, ethical and responsible producers of new thoughts and texts in Hebrew.

Humanities

Students in Years 6, 7 and 8 explore History and Geography for one semester each, through inquiry based units of work. The activities are designed to promote curiosity and develop an understanding of the way in which people and societies have organised themselves. Students engage in activities to identify motivations for the actions of past individuals and groups and investigate how people and environments influence one another.

Beginning with Australian Federation, students explore how past events have shaped the world around them, as well as the different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander people. They look at the legacies of ancient civilizations and the Middle-Ages, both in Europe and Asia, and investigate the discoveries of the Renaissance. Crucially, it is in Humanities that students learn to analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability, as well as discuss contested perspectives.

Jewish Studies and Tefillah

Through the Middle Years, students will move through units that focus on the richness and complexity of Jewish ethics; 'Big picture' Jewish history - as well as in-depth opportunities to look closely at a particular period; regular Israel engagement in stand-alone units or within the context of the broader Jewish world, and a range of traditional and modern Jewish text types. Jewish Studies units aim to engage the 'head, heart and hands' of students, developing concepts, values and skills. Skills to be developed include comprehension, making connections, integration of primary and secondary sources and communication in written, verbal and creative forms.

Students in the Middle Years also participate in weekly Tefillah (Prayer) run by the Jewish Experiential Educators. This offers the opportunity to engage in a range of experiences, from traditional and creative approaches to tefillah, to exploring forthcoming chagim (festivals). It is also a time to discuss developments in the Jewish world and hear from guest speakers.

Year 6 Kindle Program

King David is always looking for new ways to engage and inspire students in their learning. 'The Kindle Program,' has been created to allow Year 6 students the opportunity to engage in a variety of different learning areas, outside their core curriculum.

All students will participate for one period per week, in the following areas in small groups:

- Drama
- Mindfulness / Yoga
- Philosophy
- Robotics / IT - Students will compete against their peers in a Lego Robotics (Ev3) Sumo Bot Competition. They will collaboratively learn how to construct the Ev3 Sumo Bot applying programming concepts and using sensors and outputs to create their Ev3 Sumo Bot. Using an iterative design process, and applying scientific and engineering concepts, they will build, test and improve their robot before competing against other robots to see which Sumo Bot can push their opponent out of the ring.

NB. Students will rotate subjects each Term.

Mathematics

By the end of Year 8, students are able to use number, algebraic conventions and formulae, by applying their understanding to problem solving, ratios and scale, percentages, perimeters and areas of triangles. Students readily connect tabular, graphical and algebraic representations of linear functions, and choose appropriate models for solving real life problems. They use numerical and graphical summaries of data, interpret these to draw conclusions and calculate probabilities. They apply mathematical reasoning, including congruence and transformations to solve geometric problems and generalise formulae for the perimeter for triangles and rectangles to other quadrilaterals and develop understanding of the volumes of simple prisms. They are able to visualise three-dimensional objects from two-dimensional representations including isometric drawing and plans.

Music (Year 6)

Year 6 Classroom Music runs for a single semester, and develops students' singing and listening skills. Students learn music notation through creative projects and also perform on a range of tuned percussion instruments. They also extend their performance and reading skills through the study of the recorder, which is in turn a preparatory study for the Year 7/8 Classroom Instrumental program. Students also cover a range of critical listening skills, and are invited to utilize the skills they have from instrumental and voice lessons in the instrumental program.

Note: Music forms part of the Elective Program in Years 7 & 8.

Philosophy

Middle Years students engage in Philosophical Inquiry to foster the development of critical and creative thinking skills. Philosophy emphasizes excellence in thinking skills, using questioning and inquiring to clarify meaning. Philosophical 'Communities of Inquiry' emphasize thinking together. Students are encouraged to ask and construct relevant questions, to develop their own views and articulate reasons for them, and to listen to and learn from one another. Philosophical inquiry assists students to develop a heightened competence in reasoning and logic with increased confidence. This includes students' ability to examine issues critically and imaginatively, whilst engaging in reflective thinking, developing empathy and enhanced listening skills.

YEAR SIX (Kindle Program)	YEAR SEVEN	YEAR EIGHT
Evaluation of progress of dialogue Hypotheses Inferences	Application of learning Plausibility of evidence Purpose of discovery of concepts	Active citizenship Justice Reality

Physical Education

Students acquire the essential knowledge and understandings, attitudes, values and skills which promote and encourage participation in regular physical activity and support concepts for a healthy lifestyle. Students experience an array of individual and team pursuits including various forms of recreation and leisure activities. Opportunities are provided to develop self-management and interpersonal skills that help students to engage in social interaction within the family, school, community and work environments.

YEAR SIX	YEAR SEVEN	YEAR EIGHT
AFL Football Athletics, Badminton Basketball, Circus European Handball Fitness Gymnastics Hockey Soft-Crosse T-Ball/Softball Table Tennis Touch Rugby	AFL Football Aquatic Unit: Life Saving Assignment on biomechanics and benefits of warm-ups Athletics Basketball European Handball Fitness Golf, Hockey Netball Soccer Softball Tennis Volleyball	Aerobics Athletics Aquatic Unit: Water Polo Dance, Badminton, Basketball, Bocce Circuit Training Cricket Disability Sports First Aid Fitness Floor Hockey, Lacrosse, Netball Pilates, Softball, Touch Rugby Ultimate Frisbee Yoga

Science

Science at The King David School provides a way of answering interesting questions about the biological, physical and chemical world. Scientific method is followed to ensure that students observe, predict and then design a range of experiments to ensure that understanding takes place. Science provides opportunities for students to develop understandings about scientific processes, the scope of its contribution to our culture and society, and its applications in our daily lives. The Science curriculum addresses the diverse needs of students by providing them with scientific knowledge, understandings and skills to make informed and responsible personal, social, technological and environmental decisions that impact at the local, national and global levels and to participate in science-rich careers.

Sport

Sport is a very important part of adolescent development. It provides students with increased fitness, a focus on health, team skills and sportsmanship. All students in Years 6-8 compete in weekly Inter-School Sport. Students in Year 6 compete in the Balaclava District competition. Students in Years 7 and 8 compete in the Eastern Independent Schools Melbourne (EISM) competition. Our students compete with students from Bialik College, Oxley College, Huntingtower, Alphington Grammar School, Nunawading Christian College, Plenty Valley Christian College, Donvale Christian College, Lilydale Adventist Academy, Oakleigh Grammar, Kingswood, Knox College, Billanock, Mt Scopus College, Emmaus College and Luther College. There is a wide range of sports offered each week as well as through various one day competitions. Beyond these regular competitions the School also competes in the Victorian Jewish Schools Sports Association. There is also a series of other competitions which are advertised from time to time to give students further opportunities in this area.

Balaclava District Sports (Years 5 & 6)

TERM 1	TERM 2	TERM 3	TERM 4
Basketball Cricket Hockey Softball Volleyball	AFL Netball Soccer Tee-ball	Athletics	Handball Sofcrosse Touch Rugby Rounders

EISM (Years 7-12 Boys)

TERM 1	TERM 2	TERM 3	TERM 4
Athletics (Years 7-9) Golf (Years 8 & 9) Swimming (Years 7-12) Tennis (Years 10-12) Volleyball (Years 10-12)	Basketball (Years 8-12) Hockey (Year 7) Soccer (Years 8 & 9) Table Tennis (Years 8-12) Tennis (Year 7)	AFL (Year 7) Basketball (Years 8-12) Cross Country (Years 7-9) Soccer (Years 8 & 9) Table Tennis (Years 7-12) Volleyball (Year 7)	Basketball (Year 7) Golf (Years 10-12) Hockey (Years 8 & 9) Soccer (Year 7) Tennis (Years 8 & 9) Volleyball (Years 8 & 9)

EISM (Years 7-12 Girls)

TERM 1	TERM 2	TERM 3	TERM 4
Athletics (Years 7-9) Golf (Years 8 & 9) Swimming (Years 7-12) Tennis (Years 10-12) Volleyball (Years 10-12)	Basketball (Years 7-9) Netball (Years 8-12) Soccer (Year 7) Table Tennis (Years 8-12)	Basketball (Years 8 & 9) Cross Country (Years 7-9) Hockey (Year 7) Netball (Years 7-12) Soccer (Years 8 & 9) Table Tennis (Years 8-12)	Golf (Years 10-12) Soccer (Years 8 & 9) Table Tennis (Year 7) Tennis (Years 7-9) Volleyball (Years 7-9)

Visual Art (Year 6)

Creating and Making

Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present art works. They investigate a range of sources to generate ideas and manipulate art elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas. In their art works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their art works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare art works for presentation to a variety of audiences.

Exploring and Responding

Students discuss traditional and contemporary art works using appropriate arts language to describe the content, structure and expressive qualities of their own and other people's works from a range of arts disciplines and forms. They interpret and compare key features of art works made in a range of times, places and cultures. They identify and describe influences on their own works and discuss the purposes for which art works are created in different historical and cultural contexts.

Note: Visual Art forms part of the Elective Program in Years 7 & 8.

Elective Curriculum (Years 7 & 8)

Coding (Year 7)

Semester 1: Introduction to Coding (HTML/CSS/Javascript)

Students will learn the fundamentals of HTML and CSS to markup and style web pages. They will learn the principles of effective web design and create an ePortfolio website which will demonstrate their learning projects throughout the semester. In the second unit of work, Javascript Animations and Games, students will apply foundational programming concepts to the development of animations and simple games.

Semester 2: Introduction to Coding (Python)

Students will develop their knowledge of computational thinking and programming concepts such as data types, branching and looping control structures using the general purpose programming language Python. They extend this knowledge by creating applications and games including the creation of a pirate chat bot.

Coding (Year 8)

Semester 1: App Development

Students will extend their knowledge of computational thinking and computer science concepts and develop a foundation for mobile app development for iOS, Android and Web apps. They will learn design principles and how to design beautiful user interfaces for a positive user experience. Students will program apps with variables, conditionals, and loops with advanced students able to utilise databases and API's to extend their applications. All students will follow an "idea to app" bootcamp to design and generate their own app concept, learn how to market and monetise their app with the option to upload their finished work to the App Store (iOS) or the Play Store (Android).

Semester 2: Javascript Game Development

Students will use text-based Javascript to further develop their knowledge of computational thinking and programming concepts such as data types and structures, branching and looping control structures. They apply their thinking and application when learning the foundations of good game design and game development. Through a series of challenges students develop a portfolio of small prototype games before designing and developing their own complex, multi-level game.

Creative Design

'Design is the human power to conceive, plan, and realise products that serve human beings in the accomplishment of any individual or collective purpose.' (Richard Buchanan, Carnegie Mellon University.)

The goals of the Creative Design course are to facilitate a deeper understanding of how design works, and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication models, and through exploration of design forms.

Students understand that design is a discipline with its own history, traditions, tools and techniques. Students are introduced to design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and processes, materials and technologies.

Communication Design

Application of the Elements and Principles of Design, digital production using Adobe Illustrator and Photoshop software and Visual Presentation methods.

Dimensional Design

Models of simple structures, textiles, basic garments, jewellery, ceramics and wood.

Photography

Camera control and use, basic processing and digital photography basics.

Technical Drawing

Manual and electronic technical drawing methods.

Design and Technologies (Year 7)

Semester 1: 3D Design and Manufacturing

Students learn about design and use CAD software for the creation and manipulation of 3D objects. They will also learn about additive and subtractive manufacturing utilising the 3D printers and laser cutter. They then apply their understanding of design thinking and safely manufacture their designed objects and prototypes.

Semester 2: Maker Faire Projects

Students learn design thinking, foundational engineering principles and a maker's mindset and drawing inspiration from a range of inventions and wearable technologies. They will explore how MicroBit microcontrollers work and how they can be used with sensors, motors and other electrical components to create their own electro-mechanical innovations such as a fashionable step counter and a musical instrument prototype using a range of conductive and recycled materials.

Design and Technologies (Year 8)

Semester 1: Robotics, Assistive Devices and Space Socks

This course builds upon the knowledge and skills from Year 7 Design Technology (3D Design and Manufacturing). Students will investigate designing and fabricating an assistive device for a person in need; for example, a robotic glove for a person with limited hand use or mobility. They will use microcontrollers, sensors, motors and 3D printed materials. In space, Astronauts' feet are like hands which are used to grip and grasp objects in microgravity which often leads to pressure sores and pain. Students will investigate this problem and participate in the Astro Socks Challenge to design and build a prototype that reduces the pressure on Astronauts feet in a microgravity environment.

Semester 2: Off the Grid Tiny House Project

Students will investigate how food, water, shelter and power are required to support human life through the creation of an Off-The-Grid Tiny House prototype. Working in groups, they will develop an automated watering and filtration system using sensors and motors powered by a microcontroller to water food crops they have selected. They will learn how to convert stored and solar energy to power their house and equipment. Using design thinking strategies and 3D modelling software students will collaboratively plan how to integrate systems and components together. With careful consideration to the properties of materials and using safe workshop practices, students then safely construct their micro-scale Tiny House prototype.

Food and Society (Year 7)

In this elective students will examine the role that food plays in local and global communities. Students will explore the pivotal nature of food and cooking in community and families, and will discover, cook and taste the many food traditions of Jewish and other cultures. This elective will enable the students a hands-on cooking component, which will include a core understanding of basic cooking techniques, as well as more theoretical component of food, including the investigation of the food issues in contemporary society, including Sustainability, the Organic Movement, Food Banks, Waste, Vegetarianism, Food Miles and Fair Trade. The elective will also engage with cross-curricular concepts, such as: ratios, weights and measurements; food costing and budgeting; food ethics; the science of bread making; multiculturalism; sustainable farming in the developing world, just to name a few.

Food and Society (Year 8)

In this elective, students will examine the role that food plays in Jewish, Australian, Indigenous, and other cultures around the world. Students will continue exploring the pivotal nature of food and cooking in community and families, and will discover, cook and taste the many food traditions that have impacted Melbourne. This elective will enable the students a hands-on cooking component, which will include a core understanding of basic cooking techniques, as well as the more theoretical component of food, such as nutrition and food hygiene. The elective will also engage with cross-curricular concepts, such as ratios, weights and measurements; food costing and budgeting; food ethics; multiculturalism; sustainable farming in the developing world, to name a few.

French

French is not only the language of France but of many other countries. As a result of extensive migration, speakers of French can be found throughout the world. The French and the French language have made and continue to make a distinctive contribution in areas such as politics, art, architecture, music, science, fashion, literature, film and theatre. An ability to communicate in French provides opportunities for students to learn about the rich and diverse French culture, traditions and belief systems throughout the world. This in turn supports students' development of a sense of global interconnectedness. Irregular verbs, possessives, adjectives, agreement of an adjective with a noun in gender and in number, asking questions.

YEAR SEVEN	YEAR EIGHT
<p>Greetings and introductions</p> <p>Describing oneself, family members and pets</p> <p>Talking about likes and dislikes</p> <p>Numbers, the French alphabet and accents</p> <p>Writing and speaking in the present tense</p> <p>Conjugating verbs</p> <p>French culture and the French speaking world</p> <p>Irregular verbs, possessives, adjectives, agreement of an adjective with a noun in gender and in number, asking questions.</p>	<p>An extension of the Year 7 course to also include:</p> <p>Talking about school life</p> <p>Telling the time</p> <p>Daily activities and hobbies</p> <p>Writing and speaking in the present tense and the past tense</p>

Literature (Year 8)

Repeated (depending on demand): Semester 1 or 2

This elective opens up the world of children's literature and follows Love of Literature in Year 6 and 7. In this semester length course, students are introduced to the application of literary lenses as a way to explore and unpack the darker underside of children's literature. This unit moves from the foundations of folklore and Grimm's fairy tales into the world of Walt Disney. Students then delve into a post-colonial reading of Roald Dahl's 'Charlie and the Chocolate Factory' as well as the film adaptations of this contemporary classic. Through short stories, poetry, novels and film, students discover the ways in which ideas and viewpoints may reflect or challenge the values of individuals and groups. They also examine the nature and influence of children's literature as a subversive text. Finally, students are exposed to the metalanguage of literary analysis and develop the ability to craft an original response to the texts, utilising appropriate terms and concepts.

This unit will appeal to student's who love reading, writing, discussing and debating issues in film and text. The unit examines issues of race, gender and class embedded within literature and the way in which contemporary readers engage with, and at times dispute, these representations.

Content

Grimm's Fairy tales, a poetry anthology, Roald Dahl's 'Charlie and the Chocolate Factory', and various films.

Assessment

- Discussion
- Creative responses
- Oral presentations

Media (Year 8)

Media at Year 8 is the student's introduction to the world of storytelling through media forms such as photography, animation and sound. The media industry is built on storytelling in all forms, including film, journalism and online experiences. This unit will prepare students with the fundamental skills in how we create stories for the audio visual medium.

They will develop knowledge and understanding of key concepts such as: photography storytelling methods, the language of storytelling for photography and other visual media, analysis of photography and stories within them, the concept of soundscapes and storytelling with sound as opposed to visuals, the technologies that help shape and create media stories and their application in the media world.

By the completion of the course, students would have become familiar with the basic structural components of photographic pieces, including techniques used to create them and the language used to discuss and evaluate them. Students will have explored a range of production technologies, applying them to the creation of their own media works in photo, animation and sound formats.

Movement and Drama

Educational Drama incorporates; minor dramatic games, trust and co-operation, mime, movement, improvisation, characterisation, monologues and script reading for performance. Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their inter-cultural understanding.

YEAR SEVEN	YEAR EIGHT
Apply knowledge and conventions of drama.	Apply knowledge and conventions of drama.
Apply specific acting, directing and producing skills, techniques and processes.	Apply specific acting, directing and producing skills, techniques and processes.
Articulate their own ideas and interpret the ideas of others to make drama.	Articulate their own ideas and interpret the ideas of others to make drama.
Explore and experiment to develop ideas in drama.	Explore and experiment to develop ideas in drama.
Present drama ideas for specific purposes, audience and spaces.	Present drama ideas for specific purposes, audience and spaces.
Respond to drama using processes of engagement and inquiry.	Respond to drama using processes of engagement and inquiry.
Students produce and present a 10 minute scripted play.	Students produce and present a 10 minute scripted play.
Understand the social and cultural value and purpose of drama.	Understand the social and cultural value and purpose of drama.
Use technologies and undertake production roles and responsibilities.	Use technologies and undertake production roles and responsibilities.

Music

Year 7/8 Band Program

The Year 7/8 Classroom Music elective is an instrumentally-based program. The program is open to all students regardless of their level of musical experience. This elective takes place three times a fortnight as a scheduled class. Students will have the option of learning either flute, clarinet, trumpet or saxophone. They will each receive a hire instrument for the entire semester at no cost. Students who are already learning one of these instruments are welcome to participate as student leaders. They may also use this as an opportunity to explore a second instrument.

Sound Production

Sound Production introduces students to theatre technologies that include sound design and operation for theatrical and live music performances. Within this elective, students will be exposed to sound editing, recording, PA set up for public music events and the operation of mixing and live audio desks. Students will learn about the different types of audio focused roles and their associated responsibilities that exist in the world of live performance, including the theatre, live music venues and recording studios. Students will have the opportunity to gain practical experience through their involvement in school events including concerts, musicals and drama presentations. Students may also be involved in backstage support roles in either school musicals, concerts, productions and festival day events.

Sport Science (Year 7)

This elective is an introduction to movement skills and the process needed to achieve mastery of a skill. Students will be introduced to many aspects of skill development, including analysing skill components, modification of equipment, coaching theory and the incorporating these concepts into a skill development program. Students will also learn about the progression from novice to master, and the idea of "10,000 hours practise". The initial focus will be on golf skills, but can be expanded to other sports skills depending on the cohort enrolled in the subject. This is intended to be a one semester only subject, with the content being repeated in the second semester.

Sport Science (Year 8)

This elective is an introduction to factors affecting athletic performance and improving athletic performance. The elective consists of both theoretical and practical classes.

Students will be introduced to:

- The components of fitness and energy systems and explore how they are utilised in various sports.
- The basic principles of training and explore how they are relevant for athletes coaches and trainers as they prepare training activities.
- Types of training and training methods and look at the application of these methods to performance.
- Aspects involved in improving performance including nutritional strategies, recovery strategies and psychological preparation.

Students will be given the opportunity to connect the theoretical work with the practical by participating in training each week for improved performance in an endurance event. The focus will be to train for an endurance event, but can be expanded to other sporting events depending on the cohort enrolled in the subject. This is intended to be a one semester only subject, with the content being repeated in the second semester.

Visual Art

Creating and Making

Students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present art works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making art works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their art works and explain their decisions about how they present art works for specific purposes and audiences.

Exploring and Responding

Students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in art works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary art works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

Special Programs

Enrichment (Years 6 & 7)

Students who have demonstrated high-order skills may be asked to participate in the Enrichment program. Students in this program are withdrawn from class each week to deepen their understanding of topics and subjects and to work on developing greater thinking skills. A number of interesting topics are used as vehicles to meet the needs of these students. The sessions allow students to work collaboratively as well as provide opportunities for individual success.

Kabbalat Dorot Year 7

Students explore their family histories and create memorable albums that tell the story of their roots, their families, and their journeys. They interview family members, analyse documents, examine artifacts and then use this information to write migration stories, biographies and speeches that document their family's story over the generations. The School also participates in Israel's Beit Hatfutsot My Family Story, which involves students creating an artifact related to their family history. This process culminates in a special ceremony.

Kindle Program (Year 6)

King David is always looking for new ways to engage and inspire students in their learning. 'The Kindle Program,' allows Year 6 students the opportunity to engage in a variety of different learning areas, outside their core curriculum.

All students will participate for one period per week, in the following areas in small groups:

- Drama
- Mindfulness / Yoga
- Philosophy
- Robotics / IT

Love of Literature (LOL Years 6 & 7)

The English Extension program for Years 6 & 7 students provides opportunities to explore texts and study language beyond the English curriculum. The chance to work in small groups with like-minded students enhances the learning opportunities for linguistically sophisticated students.

Maths Extension (Year 6)

The extension Maths program enables talented students to help further enrich and increase their ability to think mathematically while solving a variety of problems. Students in extension Maths class have the opportunity to compete in a variety of Maths competitions throughout the year, both individually and in a group. The Extension Maths program covers the Maths curriculum on a broader level with an extra focus placed on algebraic thinking, problem solving and Mathematical investigations.

Passion for Thinking (Year 8)

In Year 8 all students undertake a 7 week program that focuses on Passion for Thinking (P4T) as part of the Humanities subject. The project is especially designed for Year 8 students and encourages them to pursue a vision or goal by investigating a passion through the lens of the community, environment or a future career interest, while exploring the question, "How can I use my creativity to be a contributing member to society?" All Year 8 students share their thinking behind the project, demonstrate the 'product' and present an evaluation of their project to an audience and/or in an interactive exhibit.

Project Based Learning (Year 7)

The Project Based Learning program at The King David School challenges students to come up with original and inventive solutions to contemporary problems. Starting in Year 7, the program encourages entrepreneurialism and innovation and emphasises the valuable workplace skills of creativity, critical thinking and communication. Students work in small groups across all disciplines to explore a Driving Question. They attend workshops on - amongst other things - Creativity, Project Management and Communication. Our students are also given the responsibility for budgeting their project, as well as planning their day. A final exhibition and self-reflection round off this exciting learning opportunity.

Co-Curricular Programs

There are many opportunities for students to be involved in activities outside their regular timetabled classes. This includes Instrumental Music, Before School Sport training, Robotics & Technology and a variety of lunch time clubs. For a comprehensive guide, please refer to the Co-Curricular information book. Further details about the schedule are available on the Parent Portal at the start of each Term. Below are some highlights of the Co-Curricular Program offered at the School.

Debating

Years 7 and 8 students have the opportunity to participate in the Debating Association of Victoria (DAV) Junior Competition. In this competition, which involves hundreds of schools across Victoria, students receive training in the organisation of arguments and how to present such arguments effectively in a team. They also debate against a range of other schools over four evenings in a relatively non-threatening environment. Debating assists in the growth of confidence, verbal articulation, and emotional and intellectual resilience. The Junior Competition leads naturally to the DAV Senior Competition which begins in Year 9.

Leadership - Kol Echad

Encouraging students to be 'upstanders' who now and in the future will assume leadership roles within the school, the Jewish community and beyond is of central importance in the School. Student leadership, activism and voice are promoted in the Middle Years. Each year level elects two students to serve on the Kol Echad (One Voice - Student Action Committee), which provides a forum for raising concerns, sharing ideas and organising social justice and fund-raising projects.

Outdoor Education

The King David School operates Outdoor Educational activities from Years 3-11. Outdoor education is experiential learning in the outdoors that also encompasses skills from the formal studies of Mathematics, Science, Humanities and Jewish Studies. Students are given the opportunity to participate in a range of activities located in the outdoor environment. During their schooling, students will participate in activities from ropes courses, hiking, climbing, water-based activities, use of tents and cooking in a bush setting. An important aspect of the School's outdoor education philosophy is to encompass the Indigenous Australians' view of the land and animals.

As well as specific skills, Outdoor Education activities are designed to challenge students on a personal and a group level. Students look at how to negotiate with others to achieve the best result, what is a safe level of risk, how to work best as an individual and as a team, how to lead others in challenging situations, and develop skills that they will be able to utilise throughout their lifetime.

Year 6 students have the opportunity to visit Canberra and explore the many national monuments and museums as well as learn about the Australian Parliament.

The Year 7 experience is designed to integrate the new cohort of students in an outdoor environment. Activities are based on team and friendship-building scenarios incorporating skills based on water, rope and cooking, as well as general physical challenges.

The Year 8 Jabiru (Darwin) experience occurs over eight days which includes four learning streams designed to provide learning in Performing Arts, Technology, Physical Education and Environment. The program provides a cultural exchange opportunity with the Mirarr through engagement across all these learnings with Mirarr students, both at the Jabiru Area School and the Djibidjib College.

Performing Arts

Ensemble Program

All students are invited to audition to be part of Ensemble and Choir programs. Each year, students participate in a broad range of concerts and events. All Years 6 - 12 students who take individual instrumental lessons are required to take part in an ensemble after their first year of lessons. This provides them with regular opportunities to play with other musicians and to refine the skills that playing within a group provides. Full details are to be found in the Co-Curricular Handbook.

Instrumental Music Lessons

Private Instrumental music lessons for a variety of instruments are available. For further information please refer to the Co-Curricular Handbook.

Years 6 - 8 Musical

Any Years 6 - 8 student may participate in the Years 6 - 8 Musical. Lead roles are auditioned (please refer to audition conditions in the Co-Curricular Handbook). Chorus roles are non-auditioned.

Science and Technology

MERIT

The MERIT program (Making, Engineering, Robotics and Information Technology) encourages curious and creative learning through a broad range of practical learning experiences. Activities are centred around one of three levels: observer (watch and learn), tinkerer (pull down/build up/try something new) and creator (design and build).

Science Club

A weekly club that meets at lunchtime with a different theme each term to extend students with a keen interest in Science.

Sport

Before School Sports Training

Our coaches provide sports training at the back of the Magid Campus on Tuesday and Friday mornings from 7:30am. The sports changes each term. Please refer to the Parent Portal for current sports on offer.

Great Victorian Bike Ride

Each year The King David School enters a team into the Great Victorian Bike Ride. Students from Years 6 - 9 may participate. Training is held in Semester 2 on several Sundays prior to the event. Further details will be provided for interested students.

Snow Sport

The King David school provides a range of opportunities for students to compete and participate socially in Snow Sports. Each year the school participates in the ABL Jewish Inter-school Snow Sports competition at Mt Buller, which is supported by our voluntary ski camp.

Student Services

Students are supported by a team encompassing Psychological Services, Special Education, Year Level Co-ordinators and Home Room educators. The School offers the services of Educational Psychologists and several Special Education staff.

Learning Support

All students are assessed annually on reading comprehension, spelling and mathematics. These results are used to monitor progress as well as help to ascertain which students require extra assistance or enrichment. If a student requires extra assistance he or she will receive one- on-one or small group sessions, depending on the student's needs and to assist in remediating the problem.

Psychological Services

The school psychologists are available to assist students with a wide range of problems including social, academic and familial. The psychologists all contribute to an atmosphere where students feel they can resolve problems, learn life skills and achieve academically. The School also offers special programs for the development of friendship skills as well as an extensive parent education program. The School has pro-active programs to deal with social issues, bullying and a wide range of other issues.

School Contact Information

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