



**2019**

**MIDDLE SCHOOL**

**CURRICULUM**

**HANDBOOK**

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# Welcome

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Welcome to the Middle School at Lyndale Secondary College. The middle years of school (Years 7-9) are the foundation years of secondary education. It is important that families and the College work cooperatively to help each student develop effective work habits, improve their learning outcomes and demonstrate good citizenship.

The program delivered to our students in the Middle School is built on the consolidation and establishment of foundation literacy and numeracy skills. It provides the opportunity for students to experience a broad curriculum that will enable informed choices to be made for their senior school years (Years 10-12).

We encourage all students to embrace the opportunities that the middle years bring. In Years 7 to 9 your child will be guided and supported in the development of critical and creative thinking skills, positive study habits, and the ability to work productively in class and manage time effectively to meet deadlines. These skills will prepare students for the increased workload of the senior school.

Wearing the appropriate Lyndale school uniform and complying with the student code of conduct provides a sense of equality and belonging to the college. All students are encouraged to take up one of the many co-curricular activities Lyndale has to offer such as sport, drama, instrumental music, camps or to apply for a leadership opportunity as a House Captain or member of the SRC.

The Middle School Coordinators have a very important role in the daily management of our Year 7-9 students and are available to help and support students with problems that they may experience such as difficulties with class work, homework, absences or personal relationships. The Middle School Coordinators' office is located in the B corridor.

The Middle School Team looks forward to working with you and your child in 2019.

I look forward to sharing your child's Lyndale Secondary College journey with you.

A handwritten signature in black ink, appearing to read "M. Moir".

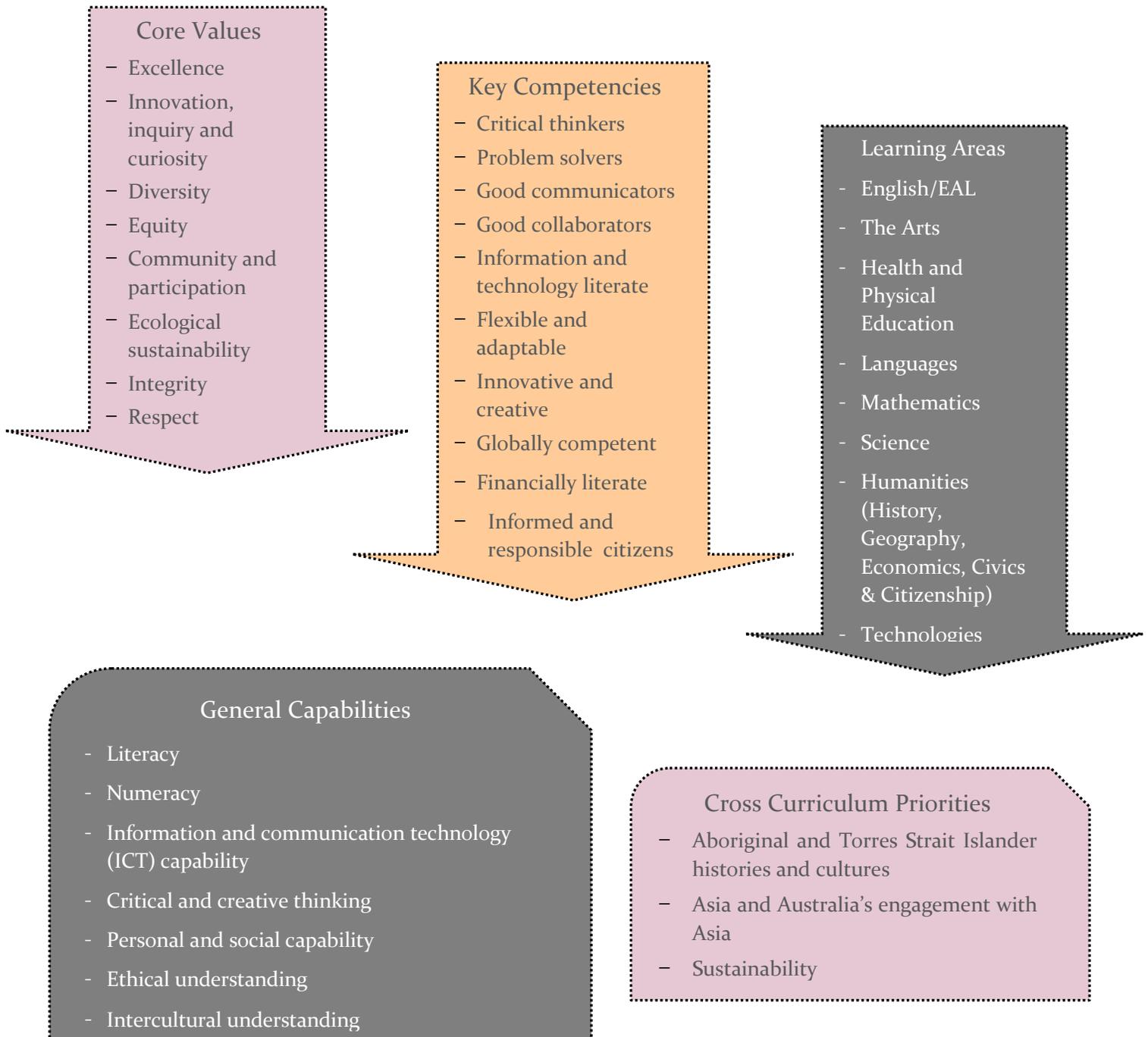
Mark Moir

Principal

# Architecture of Learning

## Vision Statement for Curriculum

Committed to providing exceptional teaching and learning experiences that are engaging, dynamic and empowering. Our students will be confident, connected lifelong learners who will seize excellent opportunities to participate and challenge themselves with confidence, strength, creativity and pride. It promotes academic and personal excellence in our students and the College community.



# Middle School Vision and Guiding Principles

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To develop a stimulating and supportive learning environment which engages and inspires students to develop as positive independent, lifelong learners who will be skilled, responsible and resilient members of their community.

The College expects that all students will:

- Be challenged in all activities to achieve to the best of their ability
- Strive towards higher achievements, be innovative, take measured risks and make responsible judgements
- Meet their own personal standards of excellence
- Develop the skills of learning and gain satisfaction and confidence from their developing abilities
- Respect themselves, teachers, other students and the school environment
- Work with teachers and parents as a team in ensuring that they receive a quality education in our College

At each year level, the College program will support students as they develop the skills, understandings and values necessary for success.

## Assessment and Reporting

Assessment and Reporting are essential elements of the learning and teaching approach. Assessment is an ongoing process of gathering information, analysing data and reflecting on that which supports consistent improvement in student learning and future direction. It tracks a student's progress, informs planning and creates an opportunity for future direction. Assessment, both formative and summative is an integral part of learning. Students' achievement is regularly communicated to both students and their parents, in order to encourage progress. The formal reporting process includes both written reports and Parent/Student/Teacher interviews. In Years 7 to 10 the College will report against VELS Standards.

The ratings compare the student's performance against the expected State-wide Standards. There are currently **four reporting times** within the school year. These are as follows:

### Interim Reports:

- These are "tick box" style reports that indicate your child's progress in regards to the standard of classwork, work ethic, self-management and behaviour in each of their classes.

### End of Semester Reports: (end of term 2 and end of term 4)

- These comprehensive written reports are published at the end of Semester 1 and 2
- Letter grades will be awarded in these reports for each Common Assessment Task
- Students will receive positive feedback on their achievements for each CAT as well as areas which they can focus on to grow in the subject

Common Assessment Tasks - Reporting Scale	
A	Well above the expected level at this time of year
B	Above the expected level at this time of year
C	At the level expected at this time of year
D	Approaching the expected level at this time of year
E	Emerging skills relative to the expected level at this time of year

### Ongoing Reporting

Feedback for each subject is available on Compass after each assessment period based on your child's achievement on each of their Common Assessment Tasks. This can be accessed through the Learning Tasks tab. This information is compiled to produce the end of semester reports which can be downloaded as a PDF through the Reports tab on Compass

### Standardised Tests

In years 7 and 9, students complete the NAPLAN tests which are administered by the Australian Government.

# Literacy

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Literacy encompasses the knowledge and skills students need to; access, understand, analyse and evaluate information; make meaning; express thoughts and emotions; present ideas and opinions; interact with others; and participate in activities in all subjects at school and in their lives beyond school.

For each Key Learning area, the literacy demands of the subject include:

- The specialist vocabulary associated with that area
- Making meaning of texts
- Composing genre specific texts
- Communicating knowledge and ideas in appropriate ways

While students learn how to use language to comprehend and compose texts, certain behaviours and attitudes assist students to become effective learners who are confident and motivated to use their literacy skills broadly. This includes students managing their own learning to be self-sufficient: working harmoniously with others; being open to ideas, opinions and texts from the about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

## Language for Learning Program

The Language for Learning Program is designed for students who are identified as requiring literacy support. The focus of this program is for students to develop their language skills when comprehending and composing texts. Students study a broad range of genres from across the Key Learning Areas, particularly, English, Science and Humanities.

Students learn to use effective reading and writing strategies at the word, sentence, paragraph and whole text level when comprehending and composing texts. The program also includes an emphasis on students learning how to approach their learning using a 'Growth Mindset'.

Teachers work collaboratively with their students to develop individual learning goals that track student progress.

### Assessment tasks:

- Reading tasks (Comprehension texts)
- Writing tasks (Composing texts)

# Numeracy

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Numeracy encompasses the knowledge, skills, behaviours and dispositions students need to use mathematics in a wide range of situations. Students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities assist students to recognise the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encourage them to use their mathematical skills broadly by:

- Estimating and calculating with whole numbers
- Recognising and using patterns and relationships
- Using fractions, decimals, percentages, ratios and rates
- Using spatial reasoning
- Interpreting statistical information
- Using measurement.



# Select Entry Accelerated Learning (SEAL)

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## What is the SEAL Program?

At Lyndale Secondary College we do our best to cater for all students, from those with significant learning difficulties to those who are exceptionally able. We encourage students to develop at their own pace and celebrate their different talents and skills. We manage this mainly through 'mixed ability' classes where students of different ability work side by side, but also by providing special programs.

Acceleration is an educational intervention that moves students through an educational program at a faster than usual rate or younger than typical age. Acceleration means matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student.

Our specialised **Select Entry Accelerated Learning (SEAL) Program** allows students to progress through school with their age peers whilst ensuring they remain challenged with work appropriate to their abilities. Emphasis is placed on higher-level thinking, problem solving and academic achievement. Involvement in performing arts, sport and a leadership project are also features of this Program.

It is important to define what acceleration is not. Acceleration does not mean pushing a child. It does not mean forcing a child to learn advanced material or socialise with older children before he or she is ready. Acceleration is really about letting students soar. Acceleration is a strategy that respects individual differences and acknowledges the fact that some of these differences merit educational flexibility. It provides cumulative educational advantage.

The **SEAL Program** is part of the Lyndale Secondary College differentiated education priority which caters for all students including those with special needs.

Some common characteristics of the accelerated subjects offered at Lyndale Secondary College are:

- Subject content is presented earlier than in the normal curriculum through year levels. This emphasises the interrelatedness of particular aspects of learning at stages which are more appropriate to these students.
- The higher content complexity within subjects permits some negotiated control over the direction and rate of learning and requires students to apply higher level thinking - analysing, synthesising, creating and evaluating.
- Working with abstract ideas, theories and concepts requiring reflective, creative and critical thinking.

## The SEAL Program in the Middle School

- Accelerated English (Year 7, 8 and 9)
- Accelerated Humanities (Year 7, 8 and 9)
- Accelerated Mathematics (Year 7, 8 and 9)
- Accelerated Science (Year 7, 8 and 9)
- The Arts
- Health and Physical Education
- Design Technologies
- Languages (students choose from French or Japanese)

The College's SEAL Program is closely reviewed and implemented by the Acceleration Coordinator who works closely with the Middle School Leadership Team to oversee and support the Accelerated students' wellbeing and academic progress throughout the year.

## What sort of student is suited to the SEAL Program?

Students who show high academic aptitude and have high educational aspirations are particularly suited to this program. A SEAL student must be prepared to take on challenge, be self-directed and have full parental support in order to pursue independent learning at home.

### Selection process

Selection into the SEAL Program will be through the following process:

- Test to be held at Lyndale Secondary College
- Primary school recommendation and endorsement
- Parent and student information questionnaire/interview
- Students who narrowly miss out may elect to be placed on a waiting list.

## Accelerated Learning Curriculum

Year	Accelerated Subjects	Standard Subjects	Options
7	English Maths Science Humanities	Physical Education Art / Visual Communication Design Technologies - Textiles Digital Technology Languages	Extension education programs, units of work and interest activities are designed to suit the individual cohort within the Accelerated Subjects as it progresses through the Middle School.
8	English Maths Science Humanities	Physical Education Drama & Music Design Technologies - Food Technology Design Technologies – Materials Languages	
9	English Maths Science Humanities	Health and Physical Education Languages 2 Art Electives 2 Design Technologies Electives	
10	VCE English Literature Unit 1 & 2  <b>And one of:</b> VCE Science Unit 1 & 2 or VCE Humanities Unit 1 & 2	Health and Physical Education: Industry & Enterprise <b>Electives from:</b> Humanities Languages The Arts (one compulsory) Technology (one compulsory) Science Health and Physical Education	
11	VCE English Literature Unit 3 & 4 or VCE Science Unit 3 & 4 or VCE Humanities Unit 3 & 4	4 x VCE Unit 1 & 2	
12		4 x VCE Unit 3 & 4	University Extension Study – 1 Subject or TAFE Certificate



# Middle School Curriculum Overview

Year 7 Curriculum			
Health & Physical Education			
English or EAL			
Humanities			
Language (French or Japanese)			
Mathematics			
Science			
Design & Technologies – Textiles (one Semester)			
Design & Technologies – Digital Technologies (one Semester)			
The Arts – Visual Arts (one Semester)			
The Arts – Performing Arts (one Semester)			
Year 8 Curriculum			
English or EAL			
Health & Physical Education			
Humanities			
Language (French or Japanese)			
Mathematics			
Science			
Design & Technologies – Let’s Get Cooking (one Semester)			
Design & Technologies – Materials Technologies (one Semester)			
The Arts - Visual Arts (one Semester)			
The Arts – Performing Arts (one Semester)			
Year 9 Curriculum			
English or EAL			
Health & Physical Education			
Humanities			
Language (French or Japanese)			
Mathematics			
Science			
Design & Technologies		The Arts	
Digital Technologies	Nil	Art	\$30
Food – Everyday Food	\$70	Ceramics	\$30
Food – Food Around the World	\$70	Dance	Nil
Metal Silver Glass Technology	\$40	Drama	Nil
Wood Technology	\$40	Media	\$30
System Engineering	\$50	Music – Order software from the Booklist	Nil
Textiles	\$25	Visual Communication	\$25

(Provisional costs subject to School Council Approval)

All Year 9 students will be allocated two Arts and two Technologies (semester long) subjects from the elective list below through a system of preference. Please note that for all studies requiring the payment of a fee, payment must be made no later than November 2018 (date to be confirmed), otherwise your child/ward may not be considered for the subject.

**\*\* Year 9 Elective Fees – Please note that these fees are an INDICATION only and will be confirmed upon course finalisation**



## Year 7 Curriculum – English/SEAL English

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**Note:** : Both Mainstream and Accelerated students follow a similar course, however, the texts studied by the accelerated students are more suited to students whose reading ability is above the expected level for year 7. Accelerated students are expected to satisfactorily complete the Common Assessment Tasks to a standard that is Above or Well Above the expected level. Accelerated students demonstrate their knowledge, skills and understandings in greater detail, with an added emphasis on depth of understanding and analysis.

### English

#### Aim:

The Australian Curriculum: English aims to ensure that students:

- Learn to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

#### Learning Focus:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

#### Common Assessment Tasks:

- CAT 1: Craft of Writing (Writing Memoirs)
- CAT 2: Reading for Meaning
- CAT 3: Text Response
- CAT 4: Craft of Writing (Writing Persuasive Texts)



# Year 7 Curriculum – English

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## English as an Additional Language (EAL)

### Aim:

EAL curriculum aim to develop student's competence in English in four main areas:

- Control over the grammatical features of English in school and social contexts (grammatical competence)
- An ability to use and understand English in a variety of contexts (sociolinguistic competence)
- An ability to use strategies to compensate for a breakdown in communication (strategic competence)
- An ability to produce and understand text as a discourse level in a variety of different text types (discourse competence).

### Learning focus:

Eligible EAL students undertake a course of study that follows English and Humanities curricula and is designed to enhance students' communication skills and knowledge of the English language by focusing on the four modes of listening, speaking, reading and writing. In recognition of the specific needs of learners of English as an Additional Language, this course will cater to the language needs of individual students that take into account their exposure to the English language, learning needs and abilities. Assessment tasks, learning activities and reports will reflect the specific needs of students.

### Common Assessment Tasks:

- CAT 1: Craft of Writing
- CAT 2: Text Response
- CAT 3: Creative Essay
- CAT 4: Creative Response

# Year 7 Curriculum – Humanities

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Within Humanities students will study History, Geography, Economics and Civics & Citizenship. Students will also analyse and evaluate social issues that have greatly influenced our World in both the past and present.

## History

### Aim:

- Develop knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future.
- Develop a critical perspective and learn how to compare different accounts so that the conflicts and ambiguities are appreciated.
- Introduce students to historical understanding so that students learn about history and practise it as factual knowledge for historical understanding.
- Develop skills in order to locate a specific historical reference and know how to find sources of information about it and to evaluate it.

### Learning focus:

History from the time of the earliest human communities to the end of the Ancient period (c.60, 000 BC–c.500 AD).

This period of human history establishes the characteristics of civilisations and looks at changes in human society from mobile hunter-gathering to agriculture and the growth of cities. The first identifiable individuals emerge from the historical record and this period provides an opportunity to trace the movement of peoples across the world and to investigate the early people of Australia. The origins of many modern Australian institutions and practices can be traced back to the legacy of ancient civilisations, particularly Greece and Rome.

### Key Inquiry Questions:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

### Themes to be explored include:

- Movement of peoples
- Human transformation of the environment
- Characteristics of civilisations – early forms of government, religion, society and culture
- Rise and fall of large empires
- Heritage
- Nature of history, role and methodologies of the historian.

### Common Assessment Tasks:

- CAT: History - The Ancient World: Egypt

## Geography

### Aim:

- Develop knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world.
- Enable students to gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining.
- Enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places.
- Develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways.
- Build the confident and creative use of geographical skills, and to enable students to use these skills to extend their knowledge; make sense of new situations, and to solve problems.

### Learning focus:

The Year 7 Geography Curriculum focuses on Water in the World.

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

The learning of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills.

### Key Inquiry Questions:

A framework for developing students' geographical knowledge, understanding and skills is provided by these key questions:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

### Common Assessment Tasks:

- CAT: Geography – Water Audit

## Economics and Business

### Aim:

- Develop an understanding of the allocation of resources and how this is related to the wellbeing of individuals and the economy.
- Participate in the economy actively and ethically and understand the individual's roles, rights and responsibilities as savers, investors, workers and citizens.
- Develop and apply financial knowledge, understandings, skills and values to make informed decisions.
- Develop transferable enterprising behaviours and capabilities.
- Develop an understanding of the contemporary and likely future nature of work and business environments.
- Develop a critical perspective of the nature of economics and business decision-making in creating a prosperous, sustainable and equitable Australian economy
- Make sense of the world through investigating and developing an understanding of the Australian economy and its interactions and relationships with the global economy, in particular, the Asia region.

### Learning Focus:

Students develop an understanding of the nature of scarcity, opportunity cost and resource allocation, and how these influence the Australian economy.

They consider the use, ownership and management of resources in personal contexts and participate in activities in which they begin to appreciate that economic choices involve trade-offs that have both immediate and future consequences. They learn that a market, consisting of buyers and sellers, is one method of allocating resources. Students begin to identify markets in which they participate, and how the interaction of buyers and sellers influences prices.

Students develop personal financial literacy skills and an understanding of the importance of being an informed consumer. They practise making informed consumer decisions. Students learn about the role of government in influencing economic activity and managing the economy.

Students use the inquiry process to plan economic investigations, analyse and interpret data, and form conclusions supported by evidence.

### Key Inquiry Questions:

- A framework for developing students' economic knowledge, understanding and skills is provided by these key questions:
- How can I manage my income to both enjoy the present and plan for the future?
- What types of work exist and in what other ways can people derive an income?
- Why do my financial choices matter?

### Common Assessment Tasks:

- CAT: Economics and Business - Financial Literacy



# Year 7 Curriculum – Humanities

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## Civics and Citizenship

### Aim:

To develop an understanding of how values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and 'a fair go' can promote cohesion within Australian society.

### Learning Focus:

Students develop an understanding of the key features of Australia's system of government, exploring how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

### Common Assessment Task:

- CAT: Civics and Citizenship – Australian Values and National Identity



# Year 7 Curriculum – Health & Physical Education

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## Aim:

To enable students to develop:

- A concept of fitness and relationship of a healthy lifestyle to growth and development
- Their social development through the concepts of fair play, sportsmanship and teamwork
- Their ball handling, striking, movement, racquet skills and individual and team sports
- Their ability to take positive action to enhance their own and others' health, safety and wellbeing.

## Learning Focus:

This subject plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms. These forms of movement enhance performance and competence, as well as providing enjoyment and a sense of achievement. Through their participation, students develop the knowledge, understanding and skills to select, implement and maintain an appropriate physical activity routine that enhances their health and wellbeing. Students understand some of the benefits of being fit and that fitness can be improved and maintained through specific activities.

In the Health component of this course students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Respectful relationships will be introduced to the students

## Common Assessment Tasks:

### Health

- CAT 1: Looking After Myself (Written Report)
- CAT 2: Legal Drugs (Written Report)

### Physical Education:

- CAT 1: Movement 1 (Practical Task)
- CAT 2: Games and Sport (Practical Task)
- CAT 3: Throwing and Catching (Practical Task)
- CAT 4: Striking (Practical Task)



# Year 7 Curriculum – Languages

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## French or Japanese

### Aim:

- To support students in understanding and using the target language within the world of teenagers by exploring topics related to events of general interest.
- To gather and exchange simple information related to them and the broader community.
- To begin appreciating customs and traditions different to their own, thus becoming more accepting and tolerant in their attitudes.
- To begin learning various grammatical concepts (verbs, pronouns, adjectives etc.) this will enhance their overall literacy and communication skills.

### Learning Focus:

This language course lays the foundations for the development of competence in the four strands: Listening, Speaking, Reading and Writing. The activities in this course are designed to generate an awareness of how language works and to prepare students for a broader range of experiences in future use of the language, including leisure, work and study. Students will research and experience aspects of the society and culture of the target language to understand the diversity of the world around them.

### Common Assessment Tasks:

#### French

- CAT 1: Greetings and Nationalities
- CAT 2: Identity
- CAT 3: Family
- CAT 4: School

#### Japanese

- CAT 1: Welcome to the World of Languages
- CAT 2: Nationalities
- CAT 3: Family
- CAT 4: School

# Year 7 Curriculum – Mathematics

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## Aim:

Year 7 Mathematics has been designed to adapt to the specific learning needs of each student. The focus of the program is on improving mathematical communication, problem solving, reasoning and critical thinking skills. Students will develop an appreciation of mathematics as a discipline, by learning about its history, ideas, problems and applications.

A typical lesson, may feature a combination of the following learning activities: Entry Tasks; Maths Pathway modules; Rich Learning Tasks; Problem Solving activities; Maths Pathway tests; and Common Assessment Tasks.

## Learning Focus:

### Maths Pathway

During this study, students will develop the mathematics knowledge and skills that is appropriate for their current level of learning. Using the Maths Pathway online learning platform, students will undertake new learning from each of the three Mathematics strands, as prescribed by the Victorian Curriculum.

### How does Maths Pathway work?

After completing a comprehensive diagnostic test, every student will be presented with an individualised maths course, complete with tailored questions, solutions and online tutorials. Every fortnight, students will complete a unique maths test, relating only to what they have been working on, pitched exactly at the level needed to maximise their learning. Students will always have an achievable amount of maths homework. Homework activities may include: completion of new modules or revision of completed modules (to ensure that your child maintains existing skills and is able to prepare for their tests). Students will be able to view worked examples and instructional videos from home, which means that they will have access to support and help even when they do not have immediate access to their teachers. Since there is no limit to the amount of growth possible per week (or per year), students are encouraged and empowered to attempt to acquire as much knowledge or learn as many new skills as they desire.

### Rich Learning Tasks

In addition to Maths Pathway work, students will complete weekly Rich Learning Tasks. These tasks will be designed to build problem solving, reasoning and communication skills.

Topics investigated include: Integer Operations; Number Properties; Number Patterns; Fractions; Decimals; Percentages; Lines, Shapes and Solids; Transformations; Probability; Problem Solving

## Common Assessment Tasks:

- CAT 1: Numbers Properties
- CAT 2: Fractions and Decimals
- CAT 3: Transformations
- CAT 4:



# Year 7 Curriculum – Mathematics (Accelerated)

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## Aim:

Year 7 Mathematics (Accelerated) students undertake the Year 8 Mathematics course. The study has been designed to adapt to the specific learning needs of each student. The focus of the program is on improving mathematical communication, problem solving, reasoning and critical thinking skills. Students will develop an appreciation of mathematics as a discipline, by learning about its history, ideas, problems and applications.

A typical lesson, may feature a combination of the following learning activities: Entry Tasks; Maths Pathway modules; Rich Learning Tasks; Problem Solving activities; Maths Pathway tests; and Common Assessment Tasks.

## Learning Focus:

### Maths Pathway

During this study, students will develop the mathematics knowledge and skills that is appropriate for their current level of learning. Using the Maths Pathway online learning platform, students will undertake new learning from each of the three Mathematics strands, as prescribed by the Victorian Curriculum.

### How does Maths Pathway work?

After completing a comprehensive diagnostic test, every student will be presented with an individualised maths course, complete with tailored questions, solutions and online tutorials. Every fortnight, students will complete a unique maths test, relating only to what they have been working on, pitched exactly at the level needed to maximise their learning. Students will always have an achievable amount of maths homework. Homework activities may include: completion of new modules or revision of completed modules (to ensure that your child maintains existing skills and is able to prepare for their tests). Students will be able to view worked examples and instructional videos from home, which means that they will have access to support and help even when they do not have immediate access to their teachers. Since there is no limit to the amount of growth possible per week (or per year), students are encouraged and empowered to attempt to acquire as much knowledge or learn as many new skills as they desire.

### Rich Learning Tasks

In addition to Maths Pathway work, students will complete weekly Rich Learning Tasks. These tasks will be designed to build problem solving, reasoning and communication skills.

Topics investigated include: Number Review; Number Patterns; Algebra; Graphs; Measurement; Statistics; Problem Solving.

## Common Assessment Tasks:

- CAT 1: Number Properties
- CAT 2: Graphs and Relations
- CAT 3: Measurement
- CAT 4: Statistics

# Year 7 Curriculum – Science

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## Aim:

Provide students with an opportunity to experience many branches of Science and provides grounding in scientific knowledge and a variety of skills. There is an emphasis on laboratory work with many “hands on” activities. The course gives students a general education in the basics of Science and provides a good foundation for further studies.

## Learning Focus:

Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object’s motion. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

The topics covered include: Safety, Separating Mixtures, Classification, Forces and Motion.

## Common Assessment Tasks:

- CAT 1: Welcome to Science
- CAT 2: Human Impact on Ecosystems
- CAT 3: Dirty Water
- CAT 4: Rube Goldberg Machine

# Year 7 Curriculum – Science (Accelerated)

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## Aim:

Enrich students' knowledge and understanding of the various branches of Science and to apply scientific principles and concepts in a variety of real life situations. It will develop confidence and competence in using scientific equipment and scientific method in a safe and enjoyable environment and enhance problem solving and research skills.

## Learning Focus:

Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

The topics covered include: Safety, Separating Mixtures, Classification, Forces and Motion.

## Common Assessment Tasks:

- CAT 1: Welcome to Science
- CAT 2: Human Impact on Ecosystems
- CAT 3: Dirty Water
- CAT 4: Rube Goldberg Machine

# Year 7 Curriculum – Design & Technologies

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## Textiles

### Aim:

Develop practical skills and knowledge in processes involving Textiles.

### Learning Focus:

Students in Year 7 work individually and in teams to develop innovative solutions in Textiles and evaluate their decisions with reference to design brief specifications. They develop greater spatial awareness, are encouraged to think flexibly, and represent their ideas using appropriate technical language.

Students refer to design briefs to consider and investigate aspects of function and aesthetics. They trial and make products based on their design concepts, justifying changes in their thinking as they design, develop and evaluate products and recognise the right of others to perceive things differently.

Students further develop an understanding of the creative problem solving process. Individually and collaboratively, they apply imaginative and innovative strategies to develop creative design options.

Students develop a basic understanding of the risk assessment process. They discuss and develop evaluation criteria to analyse and evaluate their completed product/system and consider the social and environmental impacts of their own and others' products.

### Common Assessment Tasks:

- CAT 1: The Creature

## Year 7 Curriculum – Design & Technologies

### Digital Technologies

#### Aim:

The Digital Technologies curriculum aims to further develop digital literacy through:

- Creation of web solutions using html coding and cascading style sheets
- Development of programming skills and understanding including design of complex algorithms.

#### Learning Focus

Digital Technologies plays an important role in ensuring students have understanding and skills in a wide range of information system development. Students will have opportunities to create digital solutions such as interactive web applications. They will broaden their programming experiences to include general-purpose programming languages through game creation and online simulators. Students will work collaboratively to plan and manage team projects in an online environment. They will consider ways of managing exchange of ideas, tasks, files and techniques for monitoring progress and feedback. Understanding of social contexts, cultural practices and legal obligations are developed and reinforced through their online interactions.

#### Common Assessment Tasks:

- CAT 1: I can write code
- CAT 2: I can make games

# Year 7 Curriculum – The Arts

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## Visual Arts

### Aim:

Develop practical skills, creativity and knowledge in activities involving painting and both freehand and technical drawing.

### Learning Focus:

Students will:

- Create, make and respond to art.
- Consolidate skills in art making, building upon the students' understanding of the design elements of line; tone; texture; shape, form and colour.
- Introduce the Principles in Art which may include; balance, space, repetition, harmony, focal point, contrast.
- Learn about a range of different materials and techniques in art making.
- Broaden their understanding of professional artists and the working methods that they use in the making of art works.
- Communicate and express ideas/feelings by making artworks.
- Gain a sense of fulfilment through art making.
- Achieve a positive self-concept and confidence through creative experiences.

### Common Assessment Tasks:

- CAT 1: Introduction to Visual Communication.
- CAT 2: Introduction to art media, techniques and processes.



# Year 7 Curriculum – The Arts

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## Performing Arts - Drama

### Aim:

Provide students with opportunities to develop their knowledge, skills and understanding of Drama.

### Learning Focus

Students will:

- Develop their knowledge and performance skills in the areas of character and storytelling.
- Work both independently and collaboratively to develop creative and effective ways of combining and manipulating this knowledge when devising, making and performing for a specific audience.
- Explore the issue of bullying, among a range of other topics, through their drama work.

### Common Assessment Tasks:

- CAT 1: “Say no to bullying” performance task
- CAT 2: Character and Story performance task



# Year 7 Curriculum – The Arts

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## Performing Arts – Music

### Aim:

Through group rehearsal and exploration of theory concepts, students will develop music performance skills and learn to play a variety of simple tunes in a band class context

### Learning Focus:

Students will:

- Choose, practice and perform simple pieces on keyboard.
- Learn to play a woodwind, brass or rhythm section instrument in a band class
- Generate ideas for simple compositions
- Extend their knowledge and understanding of music terms and concepts.
- Practice critical listening skills through a range of activities.
- Analyse and respond to musical works.
- Extend their music theory knowledge.

### Assessment Tasks:

- CAT 1: Perform in an Ensemble
- CAT 2: Theory, Analysis and Keyboard Skills

# Year 8 Curriculum – English/English (Accelerated)

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**Note:** Both Mainstream and Accelerated students follow a similar course, however, the texts studied by the accelerated students are more suited to students whose reading ability is above the expected level for year 8. Accelerated students are expected to satisfactorily complete the Common Assessment Tasks to a standard that is Above or Well Above the expected level. Accelerated students demonstrate their knowledge, skills and understandings in greater detail, with an added emphasis on depth of understanding and analysis..

## Aim:

The Australian Curriculum: English aims to ensure that students:

- Learn to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

## Learning Focus:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

## Common Assessment Tasks:

- CAT 1: Just Write Poetry
- CAT 2: Text Response
- CAT 3: Creative Response
- CAT 4: Picture the Persuasion



## Year 8 Curriculum – English

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### English as an Additional Language (EAL)

#### Aim:

The EAL curriculum aims to develop student's competence in English in four main areas:

- Control over the grammatical features of English in school and social contexts (grammatical competence)
- An ability to use and understand English in a variety of contexts (sociolinguistic competence)
- An ability to use strategies to compensate for a breakdown in communication (strategic competence)
- An ability to produce and understand text as a discourse level in a variety of different text types (discourse competence).

#### Learning Focus:

Eligible EAL students undertake a course of study that follows English and Humanities curricula and is designed to enhance students' communication skills and knowledge of the English language by focusing on the four modes of listening, speaking, reading and writing. In recognition of the specific needs of learners of English as an Additional Language this course will cater to the language needs of individual students that take into account their exposure to the English language, learning needs and abilities. Assessment tasks, learning activities and reports will reflect the specific needs of students.

#### Common Assessment Tasks:

- CAT 1: Listening Skills
- CAT 2: Text Response
- CAT 3: Craft of Writing
- CAT 4: Comparative Response
- CAT 5: Text Response

# Year 8 Curriculum – Health & Physical Education

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## Aim

To enable students to develop:

- A concept of fitness and relationship of a healthy lifestyle to growth and development
- Their social development through the concepts of fair play, sportsmanship and teamwork
- Their ball handling, striking, movement, racquet skills and their use in individual and team sports
- Their fitness and developmental health concerns and the strategies that are designed to improve their health and wellbeing
- Their understanding of the health resources, products and services available to young people.

## Learning Focus:

The Health Education component is designed to help students deal with their own physical, emotional and social changes. This course engages students in decision-making processes about their personal health and interrelationships with significant others. This will enable them to have the opportunity to practise a range of strategies to help them keep safe (harm minimisation principles) in different situations. Topics addressed include health and fitness, puberty, drugs and alcohol.

The Physical Education component is designed to provide the opportunity for students to consolidate and further develop their physical potential by building on the skills introduced in the Year 7 Physical Education program. Through their participation in the subject students gain an insight into the benefits of physical activity and a physically active life. Activities will involve ball handling, striking, kicking, movement and racquet skills including athletics, gymnastics, and individual and team sport.

## Common Assessment Tasks:

### Health:

- CAT 1: Health & Fitness (Inquiry Task)
- CAT 2: Sexual Health (Research Task)
- CAT 3: Alcohol (Test)
- CAT 4: Drugs (Inquiry Task)
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### Physical Education:

- CAT 1: Movement 2 (Practical Task)
- CAT 2: Olympic Sports (Practical Task)
- CAT 3: Fitness Circuits (Practical Task)
- CAT 4: Racquet Sports (Practical Task)



## Year 8 Curriculum – Humanities

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In the Humanities unit students will study History, Geography, Economics and Civics and Citizenship.

### History

#### Aim:

- Develop knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future.
- Develop a critical perspective and learn how to compare different accounts so that the conflicts and ambiguities are appreciated.
- Introduce students to historical understanding so that students learn about history and practise it as factual knowledge for historical understanding.
- Develop skills in order to locate a specific historical reference and know how to find sources of information about it and to evaluate it.

#### Learning Focus:

The Ancient to the Modern World: history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

#### Key Inquiry Questions:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Through an investigation of civilisations, world exploration and events students develop an understanding of their significance for modern times. Students will analyse and describe key events in societies by using a variety of sources to describe key aspects of these societies. They will describe aspects of daily life in these societies and explain key features of community life. They will analyse the ways that societies were governed, identify political features and explain the nature of the political systems. They will analyse change and continuity over time and compare key aspects of past and present societies and explain the influences of past societies on contemporary societies.

Themes to be explored include:

- Relationships between religion, rulers and people
- Social structure
- Health and disease
- Scientific and technological change
- Impact of beliefs and values
- Cultural contact and conflict
- Exploration and imperialism

This unit will provide an overview of the period along with an in-depth study of life in Medieval Europe.

#### Common Assessment Tasks:

- CAT: History - Medieval Societies



# Year 8 Curriculum – Humanities

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## Geography

### Aim:

- Develop knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world.
- Enable students to gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining.
- Enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places.
- Develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways.
- Build the confident and creative use of geographical skills, and to enable students to use these skills to extend their knowledge; make sense of new situations, and to solve problems.

### Learning Focus:

The curriculum focuses on Landforms and Landscapes, which investigates geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes by using studies drawn from Australia and throughout the world.

The learning of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills by these key questions:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

### Common Assessment Task:

- CAT: Geography - Coastal Landscapes Fieldwork



# Year 8 Curriculum – Humanities

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## Economics and Business

### Aim:

- Develop an understanding of the allocation of resources and how this is related to the wellbeing of individuals and the economy.
- Participate in the economy actively and ethically and understand their roles, rights and responsibilities as consumers, producers, savers, investors, workers and citizens.
- Develop and apply consumer and financial knowledge, understandings, skills and values to make informed decisions.
- Develop transferable enterprising behaviours and capabilities.
- Develop an understanding of the contemporary and likely future nature of work and business environments.
- Develop a critical perspective of the nature of economics and business decision-making in creating a prosperous, sustainable and equitable Australian economy.
- Make sense of the world through investigating and developing an understanding of the Australian economy and its interactions and relationships with the global economy, in particular, the Asia region.

### Learning Focus:

The focus is on applying knowledge, understandings and skills through participation in activities that include a range of economics and business contexts.

Students will develop knowledge of economic concepts through examples drawn from personal, local and national experience. They explain how economic decision-making affects the use of resources and describe the relationship between spending and resource use. Students develop an ability to identify, collect and process economic data from a range of sources. They begin to develop skills to contest ideas, to debate and to use evidence to form and express opinions on some economic issues.

### Key inquiry questions

- Why markets are needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?

### Common Assessment Tasks:

- CAT: Economics and Business - Consumer Savvy!



# Year 8 Curriculum – Humanities

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## Civics and Citizenship

### Aim:

- Develop, select and evaluate a range of questions to investigate Australia's political and legal systems.
- Identify, gather and sort information and ideas from a range of sources.
- Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues.
- Appreciate multiple perspectives and use strategies to mediate differences.
- Present evidence-based civics and citizenship arguments using subject-specific language.
- Reflect on their role as a citizen in Australia democracy.

### Learning Focus:

Students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students may also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

### Key Inquiry Questions:

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?

### Common Assessment Task:

- CAT: Civics and Citizenship - Law and Citizens



## Year 8 Curriculum – Languages

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### French or Japanese

#### Aim:

- To further extend students' skills in the acquisition and use of target language.
- To successfully use information related to students and the broader community in simple dialogue and conversation.
- To extend students' appreciation of different customs and traditions to their own which would lead them to greater acceptance and tolerance in their attitudes.
- To develop richer intercultural perspectives.
- To further enhance their overall literacy and communication skills.

#### Learning Focus:

This language course lays the foundations for the development of competence in the four strands: Listening, Speaking, Reading and Writing. The activities in this course are designed to generate an awareness of how language works and to prepare the students for a broader range of experiences in future use of the language, including leisure, work and study. Students will research and experience aspects of the society and culture of the target language to understand the diversity of the world around them.

#### Common Assessment Tasks:

##### French

- CAT 1: House for Sale
- CAT 2: Giving Directions
- CAT 3: Describing People
- CAT 4: French Festivals and Holidays

##### Japanese

- CAT 1: A Trip to Japan
- CAT 2: A Home Stay in Japan
- CAT 3: Daily Routines
- CAT 4: Youth Culture

# Year 8 Curriculum – Mathematics

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## Aim:

Year 8 Mathematics has been designed to adapt to the specific learning needs of each student. The focus of the program is on improving mathematical communication, problem solving, reasoning and critical thinking skills. Students will develop an appreciation of mathematics as a discipline, by learning about its history, ideas, problems and applications.

A typical lesson, may feature a combination of the following learning activities: Entry Tasks; Maths Pathway modules; Rich Learning Tasks; Problem Solving activities; Maths Pathway tests; and Common Assessment Tasks.

## Learning Focus:

### Maths Pathway

During this study, students will develop the mathematics knowledge and skills that is appropriate for their current level of learning. Using the Maths Pathway online learning platform, students will undertake new learning from each of the three Mathematics strands, as prescribed by the Victorian Curriculum.

### How does Maths Pathway work?

After completing a comprehensive diagnostic test, every student will be presented with an individualised maths course, complete with tailored questions, solutions and online tutorials. Every fortnight, students will complete a unique maths test, relating only to what they have been working on, pitched exactly at the level needed to maximise their learning. Students will always have an achievable amount of maths homework. Homework activities may include: completion of new modules or revision of completed modules (to ensure that your child maintains existing skills and is able to prepare for their tests). Students will be able to view worked examples and instructional videos from home, which means that they will have access to support and help even when they do not have immediate access to their teachers. Since there is no limit to the amount of growth possible per week (or per year), students are encouraged and empowered to attempt to acquire as much knowledge or learn as many new skills as they desire.

### Rich Learning Tasks

In addition to Maths Pathway work, students will complete weekly Rich Learning Tasks. These tasks will be designed to build problem solving, reasoning and communication skills.

Topics investigated include: Number Review; Number Patterns; Algebra; Graphs; Measurement; Statistics; Problem Solving.

## Common Assessment Tasks:

- CAT 1: Number Properties
- CAT 2: Graphs and Relations
- CAT 3: Measurement
- CAT 4: Statistics



## Year 8 Curriculum – Mathematics (Accelerated)

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### Aim:

Year 8 Mathematics (Accelerated) students undertake the Year 9 Mathematics course. The study has been designed to adapt to the specific learning needs of each student. The focus of the program is on improving mathematical communication, problem solving, reasoning and critical thinking skills. Students will develop an appreciation of mathematics as a discipline, by learning about its history, ideas, problems and applications.

A typical lesson, may feature a combination of the following learning activities: Entry Tasks; Maths Pathway modules; Rich Learning Tasks; Problem Solving activities; Maths Pathway tests; and Common Assessment Tasks.

### Learning Focus:

#### Maths Pathway

During this study, students will develop the mathematics knowledge and skills that is appropriate for their current level of learning. Using the Maths Pathway online learning platform, students will undertake new learning from each of the three Mathematics strands, as prescribed by the Victorian Curriculum.

#### How does Maths Pathway work?

After completing a comprehensive diagnostic test, every student will be presented with an individualised maths course, complete with tailored questions, solutions and online tutorials. Every fortnight, students will complete a unique maths test, relating only to what they have been working on, pitched exactly at the level needed to maximise their learning. Students will always have an achievable amount of maths homework. Homework activities may include: completion of new modules or revision of completed modules (to ensure that your child maintains existing skills and is able to prepare for their tests). Students will be able to view worked examples and instructional videos from home, which means that they will have access to support and help even when they do not have immediate access to their teachers. Since there is no limit to the amount of growth possible per week (or per year), students are encouraged and empowered to attempt to acquire as much knowledge or learn as many new skills as they desire.

#### Rich Learning Tasks

In addition to Maths Pathway work, students will complete weekly Rich Learning Tasks. These tasks will be designed to build problem solving, reasoning and communication skills.

Topics investigated include: Number Review; Indices; Algebra; Graphs; Measurement; Geometry; Trigonometry; Probability; Statistics.

### Common Assessment Tasks:

- CAT 1: Indices
- CAT 2: Graphs and Relations
- CAT 3: Trigonometry
- CAT 4: Statistics

# Year 8 Curriculum – Science

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## Aim:

Continue to develop skills from Year 7 and introduces new skills and concepts. The course provides students with a foundation for further studies in Science. The course also enables students to apply scientific principles and concepts through a variety of activities. It builds on the knowledge and understanding of the various branches of Science. It also increases student confidence in using scientific equipment safely, which leads to improved skills in experimental design and hypothesis testing.

## Learning Focus:

Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

Topics covered: Biological, Chemical, Earth and Physical Sciences.

## Common Assessment Tasks:

- CAT 1: Beautiful Bodies
- CAT 2: Chemistry
- CAT 3: Energy
- CAT 4: Digging for Dinosaurs

# Year 8 Curriculum – Science (Accelerated)

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## Aim:

Continue to develop skills from Year 7 and introduces new skills and concepts as specified in the AusVELS learning outcomes. The course provides students with a foundation for further studies in Science. The course also enables students to apply scientific principles and concepts through a variety of activities. It builds on the knowledge and understanding of the various branches of Science. It also increases student confidence in using scientific equipment safely, which also leads to improved skills in experimental design and hypothesis testing.

## Learning Focus:

The topics covered: Energy, Coordination and Control, Chemistry and the Earth Sciences.

Students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

All students are required to complete a project for entry in the Science Talent Search in Term 1 and to sit the Australian Schools ICAS Science competition examination. They will also be involved in the CREST Program which is run by the CSIRO.

## Common Assessment Tasks:

- CAT 1: Coordination and Control
- CAT 2: Electric Kettle
- CAT 3: Chemistry
- CAT 4: Earth Science

# Year 8 Curriculum – Design & Technologies

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## Let's Get Cooking

### Aim:

- Introduce basic food preparation skills.
- Identifying and solving simple problems arising from recipe interpretation and food preparation.
- Use of the healthy diet pyramid when planning meals.
- Working co-operatively with others in a safe and hygienic manner.

### Learning focus:

In Year 8, students will learn to become familiar with basic food preparation techniques including OHS procedures and considerations. They will learn to make appropriate decisions regarding food selection and they will be required to reflect upon and evaluate their work.

### Common Assessment Tasks:

CAT: Two investigative assignments that incorporate the design, production and evaluation of a food related to a specific design brief.

# Year 8 Curriculum – Design & Technologies

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## Materials Technologies

### Aim:

To introduce students to a range of different materials - wood, metal, plastics and electronics, which are used for the production of products. The course investigates the Technology Design Process that includes Research, Design, Production and Evaluation as the keys to the development of practical projects.

Students gain knowledge of the processes used in the making of products using various materials and establish safe practices within Design Technologies.

### Learning Focus:

Students in Year 8 work individually and in teams to develop innovative solutions using a variety of materials and evaluate their decisions with reference to design brief specifications. They develop greater spatial awareness, are encouraged to think flexibly, and represent their ideas using appropriate technical language.

Students investigate, design, produce and evaluate processes associated with making products. They develop safe workshop practices, problem solving skills and work as a team member. They develop an understanding of the hand tools and machines relevant to producing a product. Students learn the processes and skills involved in following a design brief and produce several material based products incorporating, wood and metal.

### Common Assessment Tasks:

- CAT 1: Product Production Folio
- CAT 2: Product Production
- CAT 3: Research, Design, Evaluation and Safety Folio



# Year 8 Curriculum – The Arts

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## Visual Arts

### Aim:

Allow students to develop practical skills, creativity and knowledge in activities involving painting and both freehand and technical drawing.

### Learning Focus:

Students will:

- Create, make and respond to art.
- Consolidate skills in art making, building upon the students' understanding of the design elements of line; tone; texture; shape, form and colour.
- Introduce the Principles in Art which may include; balance, space, repetition, harmony, focal point, contrast.
- Learn about a range of different materials and techniques in art making.
- Broaden their understanding of professional artists and the working methods that they use in the making of art works.
- Communicate and express ideas/feelings by making artworks.
- Gain a sense of fulfilment through art making.
- Achieve a positive self-concept and confidence through creative experiences.

### Common Assessment Tasks:

- CAT 1: A study of Pop Art- *Art that Pops!*
- CAT 2: Perspective- *Creating depth and space in your art!*



# Year 8 Curriculum – The Arts

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## Performing Arts

### Aim:

Engage students in a comprehensive study of dance, drama and music.

### Learning Focus

Students will:

- Learn dances in specific styles
- Perform dances with confidence and clarity using the appropriate skills
- Collaborate to create drama, music and dance works
- Use the elements of music and stylistic conventions to compose music.
- Rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
- Learn how to create characters in drama and perform

### Common Assessment Tasks:

- CAT 1: Superhero to the Rescue/Just Dance
- CAT 2: Music Keyboard Theory
- CAT 3: Drama Phrase/Dance Off
- CAT 4: Play Keyboard Songs



## City Experience

Students will undertake learning directly related to the “real world” and take learning beyond the classroom. Students will further develop skills in teamwork, Geography, Civics and Citizenship, resilience, thinking and problem-solving. Students will also participate in the City Experience (a four-day program in the city of Melbourne). This is designed to increase students’ confidence in the use of public transport, their knowledge of the resources and history of Melbourne and their ability to independently research a City-focused topic in a small group.

# Solving Problems



# Year 9 Curriculum – English/English (Accelerated)

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**Note:** Both Mainstream and Accelerated students follow a similar course, however, the texts studied by the accelerated students are more suited to students whose reading ability is above the expected level for year 9. Accelerated students are expected to satisfactorily complete the Common Assessment Tasks to a standard that is Above or Well Above the expected level. Accelerated students demonstrate their knowledge, skills and understandings in greater detail, with an added emphasis on depth of understanding and analysis.

## English

### Aim:

The Australian Curriculum: English aims to ensure that students:

- Learn to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

### Learning Focus:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

### Common Assessment Tasks:

- CAT 1: Craft of Writing (Expository Writing)
- CAT 2: Text Response
- CAT 3: Creative Response
- CAT 4: Analysis of Argument and Language
- CAT 5: Point of View

## English as an Additional Language (EAL)

### Aim:

To develop student's competence in English in four main areas:

- Control over the grammatical features of English in school and social contexts (grammatical competence)
- An ability to use and understand English in a variety of contexts (sociolinguistic competence)
- An ability to use strategies to compensate for a breakdown in communication (strategic competence)
- An ability to produce and understand text as a discourse level in a variety of different text types (discourse competence).

### Learning Focus:

Eligible EAL students undertake a course of study that follows the English and Humanities curricula and is designed to enhance students' communication skills and knowledge of the English language by focusing on the four modes of listening, speaking, reading and writing. In recognition of the specific needs of learners of English as an Additional Language this course will cater to the language needs of individual students that take into account their exposure to the English language, learning needs and abilities. Assessment tasks, learning activities and reports will reflect the specific needs of students.

### Common Assessment Tasks:

- CAT 1: Oral Presentation
- CAT 2: Craft of Writing
- CAT 3: Text Response
- CAT 4: Creative Response
- CAT 5: What's in the Media?

# Year 9 Curriculum – Health & Physical Education

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## Aim:

Enable students to develop:

- An ability to identify ways to improve the quality of manipulative and movement skills in their performance during complex activities
- Their ability to identify skills and strategies to counter tactical challenges in game situations
- Responsibility for the implementation of a role in a sporting environment, such as coach, captain or umpire
- An emphasis on co-operation and tolerance within the class to ensure that everyone has an equal chance to experience enjoyment and satisfaction in the class activity
- Their ability to develop and practise strategies to deal with inappropriate risk taking as well as strategies to promote health and safety.
- A positive and helpful attitude and behaviour when working in teams.

## Learning Focus:

Students will be involved for a full year in Health and Physical Education.

In the Health Component of this course students will cover the following topics: Mental Health, Respectful Relationships, Sexuality and Contraception. Students will undertake a variety of roles and reflect on their experiences

Physical Education aims to assist students in developing and refining a range of movement and manipulative skills. Whilst they participate in a range of sports and physical activities they will develop their understanding of, and ability to, implement strategies, to improve team and individual performance. They will also contribute to create an inclusive and supportive environment for learning and fair play.

## Common Assessment Tasks:

### Health:

- CAT 1: Mental Health and Drugs (Test)
- CAT 2: Respectful Relationships, Contraception and Sexually Transmitted Infections (Essay)

### Physical Education:

- CAT 1: Tactics and Strategies (Practical Task)
- CAT 2: Strike Out (Practical Task)
- CAT 3: Sports and Recreation (Practical Task)
- CAT 4: Modified Games (Practical Task)

# Year 9 Curriculum – Humanities

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In the Humanities unit students will study History, Geography, Economics & Business and Civics & Citizenship.

## History

### Aim:

- Develop knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future.
- Develop a critical perspective and learn how to compare different accounts so that the conflicts and ambiguities are appreciated.
- Introduce students to historical understanding so that students learn about history and practise it as factual knowledge for historical understanding.
- Develop skills in order to locate a specific historical reference and know how to find sources of information about it and to evaluate it.

### Learning Focus:

In the History component students will study the impact of the colonisation of Australia, nationalism and imperialism in the context of shaping Australia as a nation, and the world as a whole. Students will study this period of European expansion, which culminated in World War I 1914-1918, the 'war to end all wars'. The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*.

### Key Inquiry Questions:

- How did new ideas and technological developments contribute to change in this period?
- What were the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

### Common Assessment Tasks:

- CAT 1: History - World War I

## Geography

### Aim:

- Develop knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world.
- Enable students to gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining.
- Enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places.
- Develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways.
- Build the confident and creative use of geographical skills, and to enable students to use these skills to extend their knowledge; make sense of new situations, and to solve problems.

### Learning Focus:

The Year 9 Geography curriculum focuses on the geography of Interconnections and Tourism.

Geographies of interconnections examine the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated through the study of Tourism.

Geographical Knowledge and Understanding and Geographical Inquiry and Skills are developed by these Key Inquiry Questions:

- What are the causes and consequences of increased connections and how can this change be managed?
- What are the future implications of tourism?
- Why are interconnections and interdependencies important for the future of places and environments?

### Common Assessment Tasks:

- CAT 2: Geography – Tourism and Interconnections

# Year 9 Curriculum – Humanities

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## Economics and Business

### Aim:

- Actively and ethically participate in the economy and understand their roles, rights and responsibilities as consumers, producers, savers, investors, workers and citizens.
- Develop and apply consumer and financial knowledge, understandings, skills and values to make informed and effective decisions that enable them to make the most of opportunities, meet their goals and secure their financial wellbeing, while also contributing to the prosperity of the Australian economy.
- Investigate an event or issue of interest related to economics and business, to develop their knowledge and skills in analysis, synthesis and evaluation of economic and business information and data by using relevant economic and business concepts and relationships in arguing the validity or otherwise of their hypothesis or proposal.
- Develop skills of economic and business reasoning, including cost-benefit analysis, when debating the costs and benefits related to the issue or event by forming conclusions based on evidence and communicate their findings to a range of audiences.

### Learning Focus:

The course will comprise a number of topics and will be based on an inquiry approach model. Students will investigate a financial issue of interest related to economics and business, to develop their knowledge and skills in analysis, synthesis and evaluation of economic and business information and data. They will use relevant economic and business concepts and relationships in arguing the validity or otherwise of their hypothesis or proposal. They will develop their skills of economic and business reasoning, including cost-benefit analysis when debating the costs and benefits related to the issue or event. Students will form conclusions based on evidence and communicate their findings to a range of audiences.

Topics at Year 9 will focus on financial issues involved with borrowing for a significant purchase.

### Common Assessment Tasks:

- CAT 3: Economics and Business: Good Debt, Bad Debt

# Year 9 Curriculum – Humanities

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## Civics and Citizenship

### Aim:

- Develop, select and evaluate a range of questions to investigate Australia's political and legal systems.
- Identify, gather and sort information and ideas from a range of sources and reference as appropriate.
- Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues.
- Account for different interpretations and points of view.
- Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues.
- Students use democratic processes to reach consensus on a course of action.
- Present evidence-based civics and citizenship arguments using subject-specific language.
- Reflect on their role as a citizen in Australian, regional and global contexts.

### Learning Focus:

Students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They analyse a range of factors that influence identities and attitudes to diversity and how may contribute to bring about changes.

### Common Assessment Task:

- CAT 4: Civics and Citizenship - Government & Democracy



# Year 9 Curriculum – Languages

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## French or Japanese

### Aim:

- To further reinforce and extend competence in the four strands of language learning: Listening, Speaking, Reading and Writing.
- To consolidate and apply knowledge and skills in a broad range of communicative situations.
- To further advance students' intercultural awareness and enjoyment in language study.
- To recognise the importance of the global value of learning an additional language.
- To further expand students' overall literacy and communication skills.

### Learning Focus:

This language course lays the foundations for the development of competence in the four strands: Listening, Speaking, Reading and Writing. The activities in this course are designed to generate an awareness of how language works and to prepare the students for a broader range of experiences in future use of the language, including leisure, work and study. Students will research and experience aspects of the society and culture of the target language to understand the diversity of the world around them.

### Common Assessment Tasks:

#### French

- CAT 1: Daily Routines
- CAT 2: Holiday Plans
- CAT 3: Weekend Activities
- CAT 4: Out on the Town

#### Japanese

- CAT 1: Suggestions and Invitations
- CAT 2: Locations
- CAT 3: Seasons and Weather
- CAT 4: Shopping and Consumer Life



# Year 9 Curriculum – Mathematics

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## Aim:

Year 9 Mathematics has been designed to adapt to the specific learning needs of each student. The focus of the program is on improving mathematical communication, problem solving, reasoning and critical thinking skills. Students will develop an appreciation of mathematics as a discipline, by learning about its history, ideas, problems and applications.

A typical lesson, may feature a combination of the following learning activities: Entry Tasks; Maths Pathway modules; Rich Learning Tasks; Problem Solving activities; Maths Pathway tests; and Common Assessment Tasks.

## Learning Focus:

### Maths Pathway

During this study, students will develop the mathematics knowledge and skills that is appropriate for their current level of learning. Using the Maths Pathway online learning platform, students will undertake new learning from each of the three Mathematics strands, as prescribed by the Victorian Curriculum.

### How does Maths Pathway work?

After completing a comprehensive diagnostic test, every student will be presented with an individualised maths course, complete with tailored questions, solutions and online tutorials. Every fortnight, students will complete a unique maths test, relating only to what they have been working on, pitched exactly at the level needed to maximise their learning. Students will always have an achievable amount of maths homework. Homework activities may include: completion of new modules or revision of completed modules (to ensure that your child maintains existing skills and is able to prepare for their tests). Students will be able to view worked examples and instructional videos from home, which means that they will have access to support and help even when they do not have immediate access to their teachers. Since there is no limit to the amount of growth possible per week (or per year), students are encouraged and empowered to attempt to acquire as much knowledge or learn as many new skills as they desire.

### Rich Learning Tasks

In addition to Maths Pathway work, students will complete weekly Rich Learning Tasks. These tasks will be designed to build problem solving, reasoning and communication skills.

Topics investigated include: Number Review; Indices; Algebra; Graphs; Measurement; Geometry; Trigonometry; Probability; Statistics.

## Common Assessment Tasks:

- CAT 1: Indices
- CAT 2: Graphs and Relations
- CAT 3: Trigonometry
- CAT 4: Statistics



## Year 9 Curriculum – Mathematics (Accelerated)

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### Aim:

Year 9 Mathematics (Accelerated) students undertake the Year 10 Mathematics (Core A) course.

This subject has been designed to meet the needs of students who are passionate and highly engaged with their mathematics studies. This subject has a strong emphasis on developing student algebraic skills and content knowledge. Year 10 Mathematics (Core A) is suitable for students who are interested in undertaking VCE Mathematical Methods and/or VCE Specialist Mathematics.

### Learning Focus:

Semester 1	Probability; Algebra and Equations; Coordinate Geometry; Simultaneous Equations; Measurement; Geometry; Trigonometry
Semester 2	Indices; Surds; Quadratic Expressions; Quadratic Equations; Non-Linear Relations
Textbook	Cambridge 10&10A Essential Mathematics for the Victorian Curriculum
Technology	TI-Nspire CAS Calculator; Scientific Calculator

### Common Assessment Tasks:

- CAT 1: Linear Algebra and Graphs
- CAT 2: Measurement, Geometry and Trigonometry
- CAT 3: Indices, Surds and Quadratic Expressions
- CAT 4: Non-Linear Relations

# Year 9 Curriculum - Science

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## Aim:

- Provide students with a range of knowledge and skills across a broad range of topics.
- Obtain a solid knowledge of Science as a discipline
- Providing a foundation for more specific studies in Year 10 and VCE.
- Give students a strong background in the knowledge of Physics, Biology, Chemistry and Earth and Space through the development of theory, as well as its practical application in laboratory exercises and research work.

## Learning Focus:

Students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

## Common Assessment Tasks:

- CAT 1: Coordination and Control
- CAT 2: Electric Kettle
- CAT 3: Chemistry
- CAT 4: Earth Science

# Year 9 Curriculum – Science (Accelerated)

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## Aim:

- Apply scientific principles and concepts, to build on students' knowledge and understanding of the various branches of Science by increasing confidence and competence.
- To further develop skills in experimental design, hypothesis making, problem solving and research.

Students will participate in the Crest Project and the Australian Schools ICAS Science Competition.

## Learning Focus:

This course includes: Genetics; Chemistry; Movement; Electronics; Electromagnets; Evolution; Space and Global Issues.

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

## Common Assessment Tasks:

- CAT 1: Genetics - Genetics Diseases
- CAT 2: Chemistry - Design your own Chemistry Experiment
- CAT 3: Global Issues - Energy Efficient House Design
- CAT 4: Evolution - Survival of the Fittest

# Year 9 Curriculum – Design & Technologies

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## Digital Technologies (Elective Subject)

### Aim:

- Focus on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.
- Engage students with specialised learning in preparation for learning in the senior secondary years.

### Learning Focus:

- The Internet and Website Development
  - History and key features of the Internet
  - Website reliability
  - Features and strategies used in website design
  - Website accessibility
  - Design, produce and evaluate a website project
- Game Design
  - Assess the history of game development
  - Determine essential elements in game design
  - Prepare a detailed game design plan
  - Create games using Game Maker software (maze, platform, first person shooter etc.)

### Common Assessment Tasks:

- Successful completion of the course will require the submission of the major assessment task for each module which will be either a solution in response to a client brief or a digital product, as well as an electronic portfolio of classroom activities completed throughout each module.

***\*\*Every student must bring a laptop to every class.***



# Year 9 Curriculum – Design & Technologies

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## Everyday Food (Elective Subject)

### Aim:

Develop:-

- An understanding of adolescent food intake and health
- Confidence in working independently and in teams
- Ability to use specialised equipment
- Safe and hygienic work practices
- Skills in the development of ideas from the development of a design brief, through to meaningful evaluation of their work.

### Learning Focus:

In Year 9, students undertaking this course will learn to make critical and analytic decisions in regards to nutritional requirements for the development of a healthy adolescent body. This will be based on research, discussion and feedback. Students will be required to evaluate various eating models available and will conduct an assessment on the suitability of the food offered in our school canteen. Individually and in teams, students will continue to develop their culinary skills by learning how to prepare meal solutions which directly relate to a design brief. Students will be required to explain and justify decisions made and will be expected to document their planning, process and evaluations.

### Common Assessment Tasks:

- CAT: Two investigative assignments that incorporate the design, production and evaluation of a food related to a specific design brief.

\*Note: A materials fee is attached to this subject to be paid in full prior to commencement

Please see the fees sheet for further information.



# Year 9 Curriculum – Design & Technologies

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## Food Around the World (Elective Subject)

### Aim:

Develop:-

- Knowledge of a range of food and ingredients from a selection of cultures
- Confidence in working independently and in teams
- The ability to use specialised equipment
- Safe and hygienic work practices
- Skills in the development of ideas from the development of a design brief, through to meaningful evaluation of their work.

### Learning Focus:

In Year 9, students undertaking this course will investigate the impact that other food cultures have had on Australian cuisine. They will identify a country of interest and conduct research into their food culture. Individually and in teams, students will develop their culinary skills by learning how to prepare meal solutions which directly relate to a design brief. Students will be required to document their design, production and evaluation activities.

### Common Assessment Tasks:

- CAT: Two investigative assignments that incorporate the design, production and evaluation of a food related to a specific design brief.

\*Note: A materials fee is attached to this subject to be paid in full prior to commencement

Please see the fees sheet for further information.

# Year 9 Curriculum – Design & Technologies

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## Metal Silver Glass Technology (Elective Subject)

### Aim:

- Engage students in combining metal with a variety of complementary materials and an introduction to jewellery making and leadlight techniques.
- Use design processes to produce solutions to design briefs. These materials will be manipulated in the workshop to produce prototypes and products. The students will use drills, benders and polishing machines along with associated hand tools.

### Learning Focus:

Students will investigate and research designs within the manufacturing processes associated with a variety of materials. They develop an understanding of the uses of hand tools and machines relevant to the production of their products. They learn about developing safe workshop practices, problem solving skills and working in a team environment. Students develop products and models and evaluate their effectiveness.

### Common Assessment Tasks:

- CAT 1: A Production Folio including Research, Design Briefs and Production Sketches
- CAT 2: Production Pieces
- CAT 3: Evaluation Reports

\*Note: A materials fee is attached to this subject to be paid in full prior to commencement

Please see the fees sheet for further information.

# Year 9 Curriculum – Design & Technologies

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## Wood Technology (Elective Subject)

### Aim:

- To further develop practical skills and knowledge in the use of wood and processes to produce a product/model.
- Use design processes to produce solutions to design briefs.
- Use wood and other materials to be manipulated in the workshop to produce prototypes and products.

### Learning Focus:

Students will investigate and research designs within the manufacturing processes associated with a variety of materials. They develop an understanding of the uses of hand tools and machines relevant to the production of their products. They learn about developing safe workshop practices, problem solving skills and working in a team environment. Students develop products and models and evaluate their effectiveness.

### Common Assessment Tasks:

- CAT 1: A Production Folio including Research, Design Briefs and Production Sketches
- CAT 2: Production Pieces
- CAT 3: Evaluation Reports

\*Note: A materials fee is attached to this subject to be paid in full prior to commencement

Please see the fees sheet for further information.



# Year 9 Curriculum – Design & Technologies

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## Systems Engineering (Elective Subject)

### Aim:

- Involve both electrical and mechanical systems.
- Learn to work safely in a workshop and become competent in the safe use and care of tools.
- Research, design, construct, modify and evaluate working models of basic electronic circuits. Models will combine electrical and mechanical principles. Students will have opportunities to enhance their skills and knowledge in this area.

### Learning Focus:

Students will investigate and research designs within the manufacturing processes associated with a variety of materials. They develop an understanding of the uses of hand tools and machines relevant to the production of their products. They learn about developing safe workshop practices, problem solving skills and working in a team environment. Students develop products and models and evaluate their effectiveness.

### Common Assessment Tasks:

- CAT 1: Electronics
- CAT 2: LED Tower

\*Note: A materials fee is attached to this subject to be paid in full prior to commencement

. Please see the fees sheet for further information.



# Year 9 Curriculum – The Arts

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## Art (Elective Subject)

### Aim:

- Develop practical skills, creativity and knowledge in activities involving painting and free-hand observational drawing
- Focussing on the genres of portraiture and landscape art.

### Learning Focus:

Students will:

- Create, make and respond to art.
- Consolidate skills in art making, building upon the students' understanding of the design elements of line; tone; texture; shape, form and colour.
- Introduce the Principles in Art which may include; balance, space, repetition, harmony, focal point, contrast.
- Learn about a range of different materials and techniques in art making.
- Broaden their understanding of professional artists and the working methods that they use in the making of art works.
- Communicate and express ideas/feelings by making artworks.
- Gain a sense of fulfilment through art making.
- Achieve a positive self-concept and confidence through creative experiences.

### Common Assessment Tasks:

- CAT 1: Portraiture- '*Selfie*' portraits
- CAT 2: Landscape painting

\*Note: A materials fee is attached to this subject to be paid in full prior to commencement

Please see the fees sheet for further information.



# Year 9 Curriculum – The Arts

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## Ceramics (Elective Subject)

### Aim:

- Build upon students' current skills in working with clay.
- Learn to look at the work of practising ceramic artists to inspire their own art making.
- Learn how to design and apply surface-decoration techniques on a range of their own functional and sculptural artworks.

### Learning Focus

#### Students will:

- Learn the three techniques for hand-building with clay- pinch, coil and slab.
- Follow OHS guidelines for working in a clay studio
- Investigate the art works of practising ceramic artists
- Learn a variety of surface-decoration techniques
- Design and making artworks with clay
- Reflect and evaluate

### Common Assessment Tasks:

- CAT 1: Visual Diary
- CAT 2: Folio of completed ceramic artworks

\*Note: A materials fee is attached to this subject to be paid in full prior to commencement

Please see the fees sheet for further information.



## Year 9 Curriculum – The Arts

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### Dance (Elective Subject)

#### Aim:

- Learn a variety of dance styles such as; Hip Hop, Contemporary, Jazz and Cultural Dance.
- Learn how to create their own dances in a particular style and with different dance techniques.

#### Learning Focus:

##### Students will:

- Learn skills and techniques relevant to particular dance styles
- Understand safe dance practice
- Create their own dance performances
- Improve their flexibility and overall dance technique
- Experiment with improvisation using stimulus
- Perform their routines
- Compare and evaluate their dance works

#### Common Assessment Tasks:

- CAT 1: Style it Up
- CAT 2: Culture Craze



# Year 9 Curriculum – The Arts

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## Drama (Elective Subject)

### Aim:

- Provide students with opportunities to develop their ability to devise, make, perform and reflect upon their skills and knowledge in Drama.

### Learning focus:

- Learn how to create a character using the expressive skills
- Develop an understanding of some different theatre styles such as; improvisation and documentary drama
- Participate in a variety of activities to further their drama skills
- Create their own performances in groups
- Perform their devised drama acts
- Compare and evaluate their drama works

### Common Assessment Tasks:

- CAT 1: Can you 'Improv' that!
- CAT 2: 'Docu' Drama
- CAT 3: 'Own It' ensemble performance



# Year 9 Curriculum – The Arts

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## Media (Elective Subject)

### Aim:

- Explore how video production and photography is used in the Media Industry to engage various audiences.
- Focus on both theoretical and practical media skills so students can create a Music Video as well as a Photographic Series for an intended audience.

### Learning Focus:

- Learn how to use the DSLR Cameras to take photographs, as well as using the cameras to shoot video footage
- Develop pre-production documents to successfully plan for their media products
- Understand the importance of audience engagement with media products
- Learn how to use industry standard software to edit and manipulate media products
- Compare and analyse how media products are made and the purpose they have in society.

### Common Assessment Tasks

- CAT 1: Music Video Production
- CAT 2: Photo Manipulation

\*Note: A materials fee is attached to this subject to be paid in full prior to commencement

Please see the fees sheet for further information.



# Year 9 Curriculum – The Arts

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## Music (Elective Subject)

### Aim:

- Develop a deepened understanding and use of music concepts through group and solo performance, structured composition and music analysis.

### Learning Focus:

- Choose, practice and perform pieces on chosen instrument as a soloist and in a group.
- Generate ideas for original compositions in a range of forms and styles.
- Extend their knowledge and understanding of music terms and concepts.
- Explore a range of music software programs, such as 'Sibelius and Cubase'.
- Practice critical listening skills through a range of activities.
- Analyse and respond to musical works.
- Extend their music theory knowledge.

### Assessment tasks:

- CAT 1: Group Performance
- CAT 2: Listening Analysis diary, Theory test.
- CAT 3: Creative composition

**Note: Software must be ordered from the Booklist**



## Year 9 Curriculum – The Arts

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### Visual Communication (Elective Subject)

#### Aim:

- Develop a visual understanding of the world they live in through freehand and technical drawing.
- Introduced to two-dimensional and three dimensional drawing methods whilst learning how to use technical drawing instruments.

#### Learning Focus:

- Get a taste of what it is like to work as an Engineer and Architect.
- Develop their own creativity within exterior and interior designs of buildings using paraline and perspective drawings methods.
- Get a taste of what it is like to work as a Graphic Designer.
- Go through several brief design projects to create solutions to communication problems such as corporate logos and advertisements.

#### Common Assessment Tasks:

- CAT 1: Folio - Technical drawing is a way to make sense of the physical world.
- CAT 2: Folio - Design Process and Communication graphics

Note: A materials fee is attached to this subject to be paid in full prior to commencement

Please see the fees sheet for further information.



# Year 9 Curriculum – Reciprocal Teaching

## Invitation Only Elective Subject

### Selection Criteria:

Students invited to join this elective in 2017 will:

- Be current Year 8 students (Year 9, 2017)
- Have strong reading comprehension skills
- Be positive student role models (uniform, behaviour, work habits)
- Have good leadership skills

This elective offers a unique opportunity for Year 9 students with strong reading skills to be trained in Reciprocal Teaching strategies and student leadership skills so that they can successfully engage in peer-to-peer mentoring with younger students at our college and feeder primary schools.

Students will also be involved in promoting and leading activities relating to reading at the college and wider community.

### What is Reciprocal Teaching?

- The reciprocal teaching approach provides students with five specific reading strategies that are actively and consciously used to support comprehension: **predicting, clarifying, questioning, visualising** and **summarising**.
- The purpose of reciprocal teaching is to facilitate a group effort among students in the task of bringing meaning to the text.

### Aims:

- To develop a whole school approach to using effective reading strategies.
- To continue developing a positive reading culture at Lyndale Secondary College
- To offer diverse leadership opportunities to our students at Lyndale Secondary College.

### Reading Coaches:

- Focus on reading for meaning, supporting students to develop comprehension strategies in a supportive context
- Engage students in meaningful dialogue about texts
- Support students to develop a language for talking about texts
- Make explicit what readers do – question, clarify, predict and summarise
- Extend students' ability to talk about their interpretation of a text
- Support students in understanding complex texts
- Develop students' content knowledge and topic vocabulary
- Help students to develop skills in locating, organising and recording information about a topic for writing.

### Assessment Tasks:

- Practical Work: Reciprocal Teaching- Peer to peer mentoring
- Goal setting & Reflective Journal
- Community Project: Plan and implementation

# Extra Curriculum Activity– Years 7, 8 & 9



## Instrumental Music Program

### Aim:

- Equip students with sufficient instrumental and vocal skills using a wide range of materials and techniques, so that they can freely express themselves musically.

### Learning Focus:

- Be able to identify the parts and function of their instrument
- Develop consistent instrumental technique
- Play a variety of music repertoire successfully as a soloist and in ensembles
- Read and interpret music notation for solo and group performance
- Develop improvisational skills
- Individually and collaboratively plan, design, improvise, interpret and present musical works that expressively communicate feelings, ideas and purpose.
- Manipulate the key elements of music: texture, rhythm, harmony, expression, style and form through performance.

### Assessment tasks:

- CAT 1: Theory & practical tests,
- CAT 2: Ensemble contribution and public performances
- CAT 3: Recital performance of group and solo works

**Elective Fees – Please note that these fees are an INDICATION ONLY and will be confirmed upon course finalisation**

Instrumental Music Voice Tuition	<b>\$100</b>
Instrumental Music Voice Tuition 2 <sup>nd</sup>	<b>\$45</b>
Instrumental Music – Instrument Hire	<b>\$140</b>
Instrumental Music – Master Your Theory Book	<b>\$18</b>

