



2024

JUNIOR SCHOOL

CURRICULUM

HANDBOOK



Junior School Curriculum Overview

Year 7 Curriculum
Arts – one semester of Music and one semester of Visual Art
English or EAL (full year)
Health & Physical Education (full year)
Humanities (full year)
Language (one semester of Chinese AND one semester of Japanese) Alternative - Language for Learning or EAL Language for Learning (full year)
Mathematics (full year)
Science (full year)
Technology – one semester of Digital Technologies and one semester of Design Technology Systems
Year 8 Curriculum
Arts – one semester of Dance and one semester of Visual Communication
English or EAL (full year)
Health & Physical Education (full year)
Humanities (full year)
Language (full year of either Chinese OR Japanese) Alternative - Language for Learning or EAL Language for Learning (full year)
Mathematics (full year)
Science (full year)
Technology – one semester of Digital Technologies and one semester of Design Technology Food
Year 9 Curriculum
English or EAL (full year)
Mathematics (full year)
Health & Physical Education (full year)
Humanities (full year)
Science (full year)
Four electives – Art, Technology and Language electives Note: At least one Art and one Technology elective must be selected

Year 9 Art Electives	Year 9 Technology Electives	Year 9 Language Electives
Art	Digital Technology	Chinese (full year)
Ceramics	Aviation & Drones	
Dance	Fashion and Fabric	Japanese (full year)
Drama	System Engineering	
Media	Food Studies - Everyday Food	Year 9 English Electives
Music	Food Studies – Food Around the World	Language for Learning and EAL Language for Learning (One semester or full year)
Visual Communication		



Year 7 Curriculum – The Arts: Visual Art

Art

Aim:

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

To introduce student to the elements and principles of art and folio work practices

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.
- Folio work practices

Common Assessment Tasks:

- CAT 1: The elements of Art
- CAT 2: Perspective- *Creating depth and space in your art!*

Year 7 Curriculum – The Arts: Music

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: Music Theory, Aural and Analysis
- CAT 2: Perform in an Ensemble



Year 7 Curriculum – English

Aim:

The Victorian Curriculum: English aims to ensure that students:

- Learn to listen 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. Students will develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Note: Both Mainstream and SEAL students follow a similar course, however, SEAL students are expected to satisfactorily complete the Common Assessment Tasks to a standard that demonstrates their knowledge, skills and understandings in greater detail. There is an added emphasis on depth of understanding and analysis, with the expectation that these students will work towards a higher level of complexity to remain in this program.

Common Assessment Tasks:

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

Year 7 Curriculum – English as an Additional Language

Aim:

The EAL curriculum aims to ensure that students:

- Develop fundamental functional English language and literacy skills
- Learn to listen to, speak, read, view and create spoken, print and digital texts, including visual, multimodal and interactive texts, across a growing range of contexts with accuracy, fluency and purpose
- Understand how Standard Australian English works in its spoken and print forms and in combination with non-linguistic forms of communication to create meaning
- Appreciate, enjoy and use the English language in all its variations and develop a sense of the ways it can be used to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Develop their plurilingual awareness of the ways they use different languages and the roles of these languages in their lives and identities
- Develop their communicative skills, linguistic knowledge and cultural understandings in English and their other language/s, to enable their full participation in Australian society

Learning focus:

Eligible EAL students undertake a course of study that 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, taking 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.

Through learning EAL, students build their capacity to communicate confidently and effectively. This learning also strengthens their understanding of the nature of language and culture, and the way that language changes according to purpose, form and audience. By learning to use and adapt language according to specific contexts, EAL learners build relationships with their peers and the wider world around them. The study of EAL equips students with the skills to become lifelong learners, critical thinkers, and active and informed citizens.

Units of work:

- Sharing stories
- Text Study – *Two Hands Together*
- What's in the News
- Film Study - *Mulan*



Year 7 Curriculum – Health & Physical Education

Aim:

To enable students to develop:

- The concept of fitness and the 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 – Humanities: 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.

Key Inquiry Questions

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

- What is democracy?
- How does government operate in Australia?
- How can individuals actively participate in democracy?
- Why is it important to participate in democracy in Australia?

Common Assessment Task:

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

Year 7 Curriculum – Humanities: 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 to learn about history
- Develop skills in order to locate specific historical references and know how to find and evaluate sources of information.

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.

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
- Role of significant people
- Nature of history, role and methodologies of the historian.

Common Assessment Tasks:

- CAT: Ancient Egypt

Year 7 Curriculum – Humanities: 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 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: Financial Literacy

Year 7 Curriculum – Humanities: 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 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: Water in the world

Year 7 Curriculum – Languages

Chinese and Japanese (one Semester of each)

Aim:

- To support students in understanding and communicating in the target language by exploring topics related to their personal worlds and general interest.
- To gather and exchange simple information related to them and the broader community.
- To learn about and appreciate customs and traditions different to their own.
- To begin learning the more formal aspects of language, which will enhance their overall literacy and communication skills.

Learning Focus:

This language course aims to develop students' competence in the four strands of Listening, Speaking, Reading and Writing. Students learn to communicate in the language through topics that relate to their current experience, such as greetings, self-introduction, families and nationalities. The course also introduces students to the cultural aspects of the language, such as customs, values and beliefs, and encourages them to compare and contrast them with their own culture.

Common Assessment Tasks:

Chinese

- CAT 1: Greetings & Self-introduction
- CAT 2: My Family

Japanese

- CAT 1: Welcome to the World of Languages
- CAT 2: Family



Year 7 Curriculum – Mathematics

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.

Learning Focus:

The learning program has been developed so that each student will grow in:

- Their fluency of mathematics
- Their understanding of how mathematics works
- Their mathematical problem-solving skills
- Their reasoning skills

A typical lesson would generally include:

- Skill practice to improve fluency, such as times tables or mental addition.
- Explicit teaching of new skills
- Opportunities for the students to develop their skills alongside the teacher
- Opportunities for students to collaborate on rich tasks to develop their problem-solving and reasoning skills together
- Access to online resources, such as the Cambridge online learning suite and Manga High learning program, to support each student's learning journey
- Time for each student to practice independently and receive help from their teacher

Topics investigated throughout the year include:

Integer operations, number properties, statistics, number patterns, fractions, decimals, percentages, probability, angles, lines, shapes and solids, perimeter, area, volume, algebra and equations.

Common Assessment Tasks:

- CAT 1: Integer Operations
- CAT 2: Fractions and Percentages
- CAT 3: Geometry and Measurement
- CAT 4: Probability



Year 7 Curriculum – Science

Aim:

To 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. Students 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:

In Year 7, the curriculum focus is on explaining phenomena involving science and its applications. Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena. Students explore the diversity of life on Earth and develop their understanding of the role of classification in ordering and organising information. They use and develop models including food chains and food webs to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. During an introduction to Chemistry, they describe and apply techniques to separate pure substances from mixtures. Students build Rube-Goldberg models and seek to explain changes in an object's motion by considering the interaction between multiple forces. Throughout the course, 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.

In the SEAL Science program, teachers provide an extended and enriched program that ensures that adequate breadth and depth is provided for students to fully realize their potential. There is added focus on development of the middle and higher order thinking skills, with opportunities for the application of knowledge, scientific analysis and evaluation, and an emphasis on critical and creative thinking. For those students who are ahead, the SEAL program provides extension tasks as indicated.

Common Assessment Tasks:

- CAT 1: Changing seasons, amazing Earth
- CAT 2: Human Impact on Ecosystems
- CAT 3: From dirty water to clean
- CAT 4: Exploring forces

Year 7 Curriculum – Technology: Digital Technology

Aim:

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

- Investigation of how digital systems represent text, image and sound data in binary
- Acquisition of data and evaluation of authenticity, accuracy and timeliness
- Creation and communication of interactive ideas, information and projects taking account of social contexts
- Decomposition of real-world problems
- Design of the user experience of a digital system
- Design of algorithms
- Development and modification of programs with user interfaces involving branching, iteration and functions using a general-purpose programming language

Learning Focus

Digital Technology plays an important role in ensuring students have understanding and skills in a wide range of information system development. Students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking and technical skills.

Common Assessment Tasks:

- CAT 1: Programming

Year 7 Curriculum – Technology: Design Technology



Materials

Aim:

The course investigates the Technology Design Process that includes Research, Design, Production and Evaluation as the keys to the development of practical projects. Students investigate the properties of a range of materials, so they gain an insight on that aspect in the development of product designs. Students gain knowledge of the processes used in the making of products using various materials and establish safe practices within Materials Technology.

Learning Focus:

Students in Year 8 work 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. Students learn the processes and skills involved in following a design brief and produce solutions to set design problems.

Common Assessment Tasks:

- CAT 1: Design process – Kitchen Tool Design
- CAT 2: Design process – Paper/Cardboard Packaging Engineering

Year 8 Curriculum – The Arts: Dance

Dance

Aim:

Provide students with opportunities to develop performance skills, technical skills and knowledge in Drama and Dance

Learning Focus

Students will:

- Develop their knowledge and performance skills in the areas of character, physical theatre skills, comedic conventions, stock characters and storytelling.
- Develop skills in characterisation, improvisation, expression, performance, interpretation of texts and script writing
- Students use and explore dance elements and practices designed to develop technical skills, theoretical knowledge and an understanding of dance in context.
- Work 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: Melodrama and Slapstick Comedy Performance
- CAT 2: Street Beats Dance Performance



Year 8 Curriculum – The Arts: Visual Communication

Visual Communication

Aim:

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

To introduce student to the elements and principles of art and folio work practices

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.
- Folio work practices

Common Assessment Tasks:

- CAT 1: The elements of Art
- CAT 2: Perspective- *Creating depth and space in your art!*



Year 8 Curriculum – English

English

Aim:

The Victorian Curriculum: English aims to ensure that students:

- Learn to listen 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. Students will develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Note: Both Mainstream and SEAL students follow a similar course, however, SEAL students are expected to satisfactorily complete the Common Assessment Tasks to a standard that demonstrates their knowledge, skills and understandings in greater detail. There is an added emphasis on depth of understanding and analysis, with the expectation that these students will work towards a higher level of complexity to remain in this program.

Common Assessment Tasks:

- CAT 1: Craft of Writing
- CAT 2: Personal Response to Text
- CAT 3: Craft of Writing (Poetry)
- CAT 4: Picture the Persuasion

Year 8 Curriculum – English as an Additional Language



EAL

Aim:

The EAL curriculum aims to ensure that students:

- Develop fundamental functional English language and literacy skills
- Learn to listen to, speak, read, view, write and create spoken, print and digital texts, including visual, multimodal and interactive texts, across a growing range of contexts with accuracy, fluency and purpose
- Understand how Standard Australian English works in its spoken and print forms and in combination with non-linguistic forms of communication to create meaning
- Appreciate, enjoy and use the English language in all its variations and develop a sense of the ways it can be used to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Develop their plurilingual awareness of the ways they use different languages and the roles of these languages in their lives and identities
- Develop their communicative skills, linguistic knowledge and cultural understandings in English and their other language/s, to enable their full participation in Australian society

Learning Focus:

Eligible EAL students undertake a course of study that 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, considering their exposure to the English language, learning needs and abilities. Assessment tasks, learning activities and reports will reflect the specific needs of students.

Through learning EAL, students build their capacity to communicate confidently and effectively. This learning also strengthens their understanding of the nature of language and culture, and the way that language changes according to purpose, form and audience. By learning to use and adapt language according to specific contexts, EAL learners build relationships with their peers and the wider world around them. The study of EAL equips students with the skills to become lifelong learners, critical thinkers, and active and informed citizens.

Units of work:

- Opinions Matter
- Text Study - *Parvana*
- World of Imagination
- Machines and Humans

Year 8 Curriculum – Health & Physical Education

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, building a respectful relationship, 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 (Test)
- CAT 3: Alcohol (Test)
- CAT 4: Drugs (Inquiry Task)

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: 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 will focus on the legal requirements around the use of social media and how they can be responsible and safe 'digital' citizens.

Key Inquiry Questions:

- What types of questions should we ask to be able to understand the nature of Australia's legal system that is based on the principle of justice?
- How are laws made and applied in Australia?
- How can being an informed citizen help us to create a harmonious society?
- Why is it important to understand our rights and responsibilities within a legal framework?

Common Assessment Task:

- CAT: Digital Citizenship

Year 8 Curriculum – Humanities: 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:

- What key beliefs and values emerged and how did they influence societies?
- How did societies change from the end of the ancient period to the beginning of the modern age?
- 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

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

Common Assessment Tasks:

CAT: Medieval Societies

Year 8 Curriculum – Humanities: 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.

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

- What are enterprising behaviours?
- How can people develop enterprising behaviours and capabilities?
- Why are enterprising behaviours and capabilities vital to the Australian economy?

Common Assessment Tasks:

- CAT: Entrepreneurship

Year 8 Curriculum – Humanities: 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:

Key Inquiry Questions:

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

Common Assessment Task:

- CAT: Tourism and Interconnections

Year 8 Curriculum – Languages

Chinese or Japanese

Aim:

- To further extend students' skills in the acquisition and use of target language.
- To successfully use information related to students' personal worlds and the broader community in simple conversations.
- To extend students' appreciation of customs and traditions different to their own.
- To develop richer intercultural perspectives.
- To further enhance their overall literacy and communication skills.

Learning Focus:

The Year 8 language course builds on the competence developed in the four strands of Listening, Speaking, Reading and Writing. Students expand their communication skills in the language through topics that explore their personal and social interests, such as hobbies, daily routine, school life food and travel. The course also deepens students' understanding of the cultural aspects of the language, such as traditions, festivals and lifestyles, and encourages them to reflect on their own identity and values.

Common Assessment Tasks:

Chinese

- CAT 1: School life
- CAT 2: Food and drink
- CAT 3: My hobbies
- CAT 4: Shopping

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

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.

Learning Focus:

The learning program has been developed so that each student will grow in:

- Their fluency in mathematics
- Their understanding of how mathematics works
- Their mathematical problem-solving skills
- Their reasoning skills

A typical lesson would generally include:

- Skill practice (such as times tables or mental addition) to improve fluency
- Explicit teaching of new skills
- Opportunities for the students to develop their skills alongside the teacher
- Opportunities for students to collaborate on rich tasks to develop their problem solving and reasoning together
- Access to online resources (such as the Cambridge online learning suite and Manga High learning program to support each student's learning journey
- Time for each student to practice independently and receive help from their teacher

Topics investigated throughout the year include:

Integer operations, number properties, number patterns, fractions, decimals, percentages, shapes and solids, perimeter, area, volume, algebra, graphs and equations.

Common Assessment Tasks:

- CAT 1: Integer operations
- CAT 2: Algebra and equations
- CAT 3: Decimals and Measurement
- CAT 4: Percentages, statistics and probability



Year 8 Curriculum – Science

Aim:

To continue to develop skills from Year 7 and to introduce new skills and concepts as specified in the Victorian Curriculum 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:

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, including the role of heat and kinetic energy in the rock cycle. 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.

In the SEAL Science program, teachers provide an extended and enriched program that ensures that adequate breadth and depth is provided for students to fully realize their potential. There is added focus on development of the middle and higher order thinking skills, with opportunities for the application of knowledge, scientific analysis and evaluation, and an emphasis on critical and creative thinking. For those students who are ahead, the SEAL program provides extension tasks as indicated.

Common Assessment Tasks:

- CAT 1: Cool Chemistry
- CAT 2: Beautiful Bodies
- CAT 3: Energy
- CAT 4: Geology



Year 8 Curriculum – Technology: Design Tech Food

Food Studies - 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 1: Introduction to Food

CAT 2: Pizza Design

Year 8 Curriculum – Technology: Digital Technology

Aim:

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

- Investigation of how digital systems represent text, image and sound data in binary
- Acquisition of data and evaluation of authenticity, accuracy and timeliness
- Creation and communication of interactive ideas, information and projects taking account of social contexts
- Decomposition of real-world problems
- Design of the user experience of a digital system
- Design of algorithms
- Development and modification of programs with user interfaces involving branching, iteration and functions using a general-purpose programming language

Learning Focus

Digital Technology plays an important role in ensuring students have understanding and skills in a wide range of information system development. Students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking and technical skills.

Common Assessment Tasks:

- CAT 1: Excel Data Entry and Analysis

City Experience

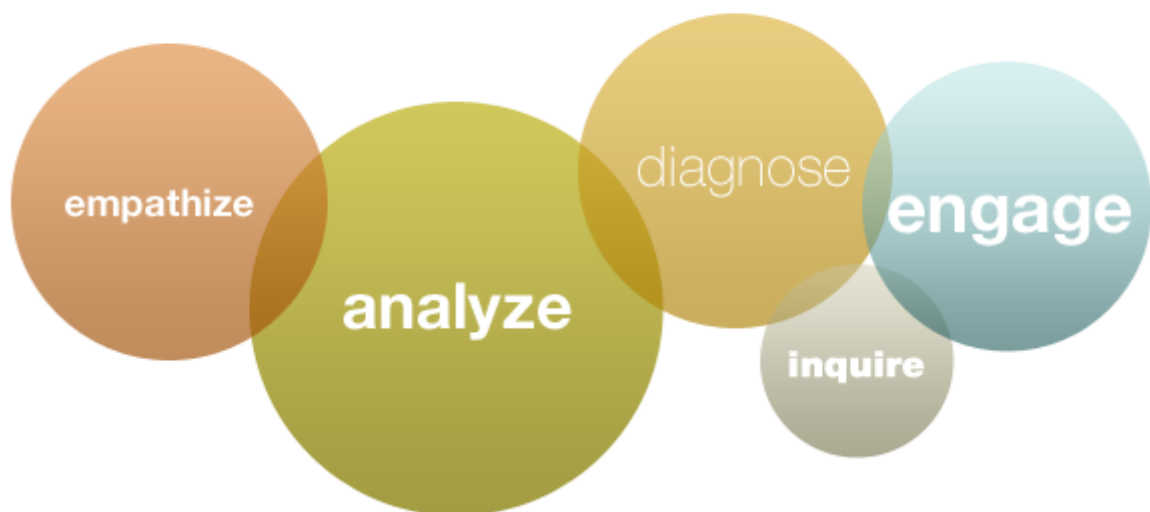
Aim:

In Year 9, students will undertake a one-week long city experience. They will do structured activities in small groups, including independently navigating around the city. Students will further develop skills in teamwork, Geography, Civics and Citizenship, resilience, thinking and problem-solving.

- Appreciation of the past, present and future of the city of Melbourne
- Experiencing and coping with new situations
- Challenging misconceptions about Melbourne
- Practising and refining skills
- Finding individual strength

After City Experience, each group will create a presentation for the rest of their class that looks at the positives and negatives of life in the City of Melbourne

Solving Problems



Year 9 Curriculum – The Arts: Performing Arts

Dance (Elective subject)

Aim:

- Explore and practice a variety of dance styles such as Hip Hop, Contemporary, Urban, 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: Performing Arts

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 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: Commedia Dell'arte

Year 9 Curriculum – The Arts: Performing Arts

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



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

Year 9 Curriculum – The Arts: Visual Art

Art (Elective subject)

Aim:

- Develop practical skills, creativity and knowledge in activities involving painting and free-hand observational drawing
- Focusing 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

Year 9 Curriculum – The Arts: Ceramics

Ceramics (Elective Subject)

Aim:

- Build upon students' current skills in working with clay.
- Learn to look at the work of practicing 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 practicing ceramic artists
- Learn a variety of surface-decoration techniques
- Design and making artworks with clay
- Reflect and evaluate

Common Assessment Tasks:

- CAT 1: Beautiful Monsters
- CAT 2: Coil and Slab Vessels



Year 9 Curriculum – The Arts: Media

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 Short Film as well as a Photographic Series for an intended audience.

Learning Focus:

- Learn how to use 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: Short Film Production
- CAT 2: Photo Manipulation

Year 9 Curriculum – The Arts: Visual Communication



Visual Communication (Elective Subject)

Aim:

- Develop a visual understanding of the world they live in through freehand and technical drawing.
- Introduction 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

Year 9 Curriculum – English

Aim:

This subject 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. Students will develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Note: Both Mainstream and SEAL students follow a similar course, however, SEAL students are expected to satisfactorily complete the Common Assessment Tasks to a standard that demonstrates their knowledge, skills and understandings in greater detail. There is an added emphasis on depth of understanding and analysis, with the expectation that these students will work towards a higher level of complexity to ensure they are able to study English Enhancement in Year 10.

Common Assessment Tasks:

- CAT 1: Journalism – Real and Fake News
- CAT 2: Craft of Writing
- CAT 3: Persuasive Writing and Speaking
- CAT 4: Text Response

Year 9 Curriculum – English as an Additional Language

Aim:

The EAL curriculum aims to ensure that students:

- Develop fundamental functional English language and literacy skills
- Learn to listen to, speak, read, view, write and create spoken, print and digital texts, including visual, multimodal and interactive texts, across a growing range of contexts with accuracy, fluency and purpose
- Understand how Standard Australian English works in its spoken and print forms and in combination with non-linguistic forms of communication to create meaning
- Appreciate, enjoy and use the English language in all its variations and develop a sense of the ways it can be used to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Develop their plurilingual awareness of the ways they use different languages and the roles of these languages in their lives and identities
- Develop their communicative skills, linguistic knowledge and cultural understandings in English and their other language/s, to enable their full participation in Australian society

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.

Through learning EAL, students build their capacity to communicate confidently and effectively. This learning also strengthens their understanding of the nature of language and culture, and the way that language changes according to purpose, form and audience. By learning to use and adapt language according to specific contexts, EAL learners build relationships with their peers and the wider world around them. The study of EAL equips students with the skills to become lifelong learners, critical thinkers, and active and informed citizens

Common Assessment Tasks:

- Reader's Workshop Film as Text
- Power of Persuasion
- Reader's Workshop – 'Boy in the Striped Pyjamas'
- Media – Reading and Speaking



Year 9 Curriculum – English

Language for Learning (elective)

Aim:

Enable students to develop:

- The literacy skills that enable students to participate in all subject areas.
- An ability to understand and create texts from a range of genres. This includes those found commonly in different learning areas, such as Science and Humanities.

Learning Focus:

The Language for Learning elective is designed to support students to improve their literacy. The focus of this program is for students to develop their English language skills for understanding and creating texts.

Students further develop their functional and academic language skills in order to be able to participate in all subject areas. They are provided with support to learn to listen to, speak, read, view and create spoken, print and digital texts across a range of contexts with accuracy, fluency and purpose. Students develop their understanding of how Standard Australian English works in its spoken, print and audio-visual forms and in combination with non-linguistic forms of communication to create meaning. They develop strategies to assist them in overcoming communication issues when speaking, listening, reading and writing.

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

Language for Learning may be studied for one semester or for both semesters.

Assessment tasks:

- Reading tasks
- Writing tasks
- Speaking and listening tasks

Year 9 Curriculum – Health & Physical Education



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, Rights and Responsibilities of a Respectful Relationship, 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: 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 references 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.

Key Inquiry Questions:

Civics and Citizenship Knowledge and Understanding and are developed by these Key Inquiry Questions:

- What are the features of Australia's political and legal system?
- How can we use democratic processes to reach consensus on issues we are facing?
- Why is it important to reflect on your role as a Citizen in Australian and global contexts?

Common Assessment Task:

- CAT: Civics and Citizenship in Australia

Year 9 Curriculum – Humanities: 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'.

Key Inquiry Questions:

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

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

Common Assessment Tasks:

- CAT: World War I

Year 9 Curriculum Humanities: 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.

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

Key Inquiry Questions:

Economic and Business Knowledge and Understanding and are developed by these Key Inquiry Questions:

- What are factors that need to be considered when making economic decisions and choices?
- How are resources allocated and in what ways can they influence our choices?
- Why is it essential to have business and economics understandings when making choices about credit and borrowing?

Common Assessment Tasks:

- CAT: Making Choices

Year 9 Curriculum – Humanities: 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:

Key Inquiry Questions:

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

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

Common Assessment Tasks:

- CAT: Tourism and Interconnections

Year 9 Curriculum – Languages

Chinese or Japanese (elective)

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:

The Year 9 language course consolidates the competence developed in the four strands of Listening, Speaking, Reading and Writing. Students enhance their communication skills in the language through topics that broaden their perspectives and knowledge. The course also enriches students' appreciation of the cultural aspects of the language, such as history, literature and arts, and encourages them to analyse and evaluate them critically.

Common Assessment Tasks:

Chinese

- CAT 1: Holiday
- CAT 2: Travel in China
- CAT 3: Festival Celebrations
- CAT 4: Getting around in the City

Japanese

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



Year 9 Curriculum – Mathematics

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.

Learning Focus:

The learning program has been developed so that each student will grow in:

- their fluency of mathematics
- their understanding of how mathematics works
- their mathematical problem-solving skills
- their reasoning skills.

A typical lesson would generally include:

- Skill practice (such as times tables or mental addition) to improve fluency
- Explicit teaching of the new skills
- Opportunities for the student to develop their skills alongside the teacher
- Opportunities for students to collaborate on rich tasks to develop their problem-solving and reasoning skills together
- Access to online resources (such as the Cambridge online learning suite and Manga High learning program) to support each students learning journey
- Time for each student to practise independently and receive help from their teacher.

Topics investigated throughout the year include:

Integer operations, fractions, decimals, percentages, indices, perimeter, area, volume, algebra, graphs, equations, Pythagoras, trigonometry, geometry, statistics and probability.

Common Assessment Tasks:

- CAT 1: Number review and indices
- CAT 2: Algebra, equations and graphs
- CAT 3: Measurement, Pythagoras and trigonometry
- CAT 4: Probability and statistics

Year 9 Curriculum – Science

Aim:

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

Learning Focus:

Students consider the operation of systems at a range of scales. 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. They explore ways in which the human body as a system responds to its external environment. They use the concepts of voltage and current to explain the operation of electric circuits. They begin to apply their understanding of energy and forces to global systems such as continental movement.

In the SEAL Science program, teachers provide an extended and enriched program that ensures that adequate breadth and depth is provided for students to fully realize their potential. There is added focus on development of the middle and higher order thinking skills, with opportunities for the application of knowledge, scientific analysis and evaluation, and an emphasis on critical and creative thinking. For those students who are ahead, the SEAL program provides extension tasks.

Common Assessment Tasks:

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

Year 9 Curriculum – Technology: Digital Technology

Digital Technology (elective)

Aim:

The Digital Technology General curriculum aims to further develop digital literacy. Students actively engage in the processes of analysing real world problems and opportunities, designing, developing and evaluating digital solutions and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. The key concepts of abstraction, data collection, representation and interpretation, specification, algorithms and development correspond to the key elements of computational thinking.

Learning Focus:

This subject implements Digital Technology learning through a range of learning streams including Robotics, Game Design, Artificial Intelligence, Digital Design and Programming. Students choose two of the learning streams.

- Robotics involves the design, development and programming of an autonomous robot
- Game Design involves design and development of a video game for the Australian Video Game Challenge
- Artificial Intelligence involves the study of how artificial intelligence makes a difference in the world. It includes modelling and simulation activities and preparation of entries into the Microsoft AI for Good Challenge.
- Digital Design involves the study of 3D design and printing, laser cutting and tool of the future that can be used to produce programmable solutions such as robotic arms and assistive devices.
- Python and Arduino are used in the Programming learning stream

Common Assessment Tasks:

- CAT 1: Digital Solutions
- CAT 2: Programming

*****Students must bring a laptop to every class.***

Year 9 Curriculum – Technology: Digital Technology



Aviation and Drones – Highflyers (elective)

Aim

The Aviation Program gives Lyndale Secondary students the opportunity to soar, as they are introduced to the exciting world of flying in a variety of fixed wing aircraft. Each level of learning offers students a new and stimulating way to engage with their education, through the application of maths, physics, and geography principles in a real-life setting.

Students study drone technology and use of drones in the past, present and future. They explore specific uses of drones in agriculture, mining, conservation, the future of commercial delivery drones and the concept of disposable drones. They fly mini drones and use appropriate software to program the drones for autonomous flight and complete a drone delivery service activity. They learn the essential networking concepts required to design and orchestrate a drone symphony.

Learning Focus

Lyndale's Aviation Program at Year 9 is perfect for students interested in pursuing flying for both Recreational or Commercial purposes. It is founded on the desire to foster responsibility and integrity in students, provide enhanced career opportunities to inspire dynamic, cross-curricular learning opportunities. Practical hours are completed in conjunction with Tristar Aviation. If students want to pursue a serious career in Aviation, they can complete this in Year 11 and 12 under VET Aviation.

Students will also study drone technology, including:

- History of drones
- What's doing with drones and what happens when things go wrong
- Drones in agriculture, mining, conservation, attack drones
- Future of commercial delivery drones
- Disposable drone technology
- Flight and legal and ethical requirements and considerations
- Programming for autonomous flight
- Operation delivery activity
- Design and orchestrate a drone symphony

Common Assessment Tasks:

CAT 1:

CAT 2: Drones in Action and the Use of drones in Society

*****Students must bring a laptop to every class.***

Year 9 Curriculum – Technology: Design Technology



Fashion and Fabric (Elective Subject)

Aim:

The focus of this course will be the development of your *design and making* skills in the area of fashion. You will be exploring and learning variety of production (making) and decorating techniques involved in the design of clothing. You will follow the *design process* to design and recycle/remake an item of fashion clothing for yourself, which will become an expression of your personality.

Learning Focus:

- Design and making of fashion items

Common Assessment Tasks:

CAT 1: Redesign

CAT 2: Remake

Year 9 Curriculum – Technology: Design Technology



Food Studies - Everyday Food (elective)

Aim:

To 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 1: Snack Food Design

CAT 2: Breakfast Design

Year 9 Curriculum – Technology: Design Technology



Food Studies - Food Around the World (elective)

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 1: International Food
- CAT 2: Noodle Box Design

Year 9 Curriculum – Technology: Design Technology



Systems Engineering (elective)

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: Speakers