2015
CURRICULUM HANDBOOK
YEARS 8 & 9
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Dear Parents and Students,

Our world is, and will continue to be, a rapidly changing one. Successful young people will be confident in themselves, creative, independent learners, self-directed, ethical, spiritually centred and emotionally intelligent. They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in the information technology landscape of the interconnected and globalised twenty-first century. For our world to survive and thrive they will be responsible citizens and global contributors ready to act for a just and caring society.

This is what the education of the young women and men of Emmanuel College is about, supported by a priority on a safe and secure environment and high expectations and a Catholic ethos which allows for student growth in faith, strong values and a sense of service to others.

The college co-curricula program - including interschool sporting competition, DAV debating, drama ensemble, string ensemble, College band, College choir, subject clubs and the social justice group - makes an important contribution to student growth and development.

Students are encouraged to both develop their abilities in the areas of school life and studies in which they excel, as well as aiming for improvement in challenge areas. The development of the ability to understand oneself, relate well to others and be a successful member of a team and the skills of organization, perseverance and self-belief are important aspects of students being their best in all their College endeavours.

I look forward to working with parents and teachers over 2015 in supporting the growth and learning of the young people whom we serve.

Christopher Stock
Principal
CO-CURRICULA ACTIVITIES

ASSOCIATED CATHOLIC COLLEGES (ACC)

The Associated Catholic Colleges Sporting Competition comprises of 11 Catholic Boys’ Colleges throughout Melbourne and Geelong. The association, formed in 1948, seeks to provide all students with the opportunity to represent their schools in selected sporting competitions.

Emmanuel College joined the ACC in 1978 and over that time has achieved many successes. In our membership of the Association, Emmanuel College hopes to foster and encourage participation and enjoyment of sporting competition.

Currently, there are 16 sports in which competition takes place either on a week to week basis or Carnival Day. Term 1 & 4: Cricket, Tennis, Volleyball. Term 2: Soccer, Football. Term 3: Table Tennis, Hockey, Basketball. Carnivals: Swimming, Athletics (Term 1) Cross Country (Term 3). The College is also involved in Rugby League, Badminton, Golf & Chess. ACC also organises Debating, Arts & Technology Expo’s and Concert Performances. The motto of the Association “Excellence Honor and Fairness in Student Sport” clearly outlines the aims of the competition that member schools seek to uphold.

SPORTING ASSOCIATION OF CATHOLIC CO-EDUCATIONAL SECONDARY SCHOOLS (SACCSS)

Emmanuel College joined this association in 2008 and students from Notre Dame Campus compete in a range of sporting activities with other Catholic Co-educational Colleges in the West and North Western Suburbs.

Notre Dame Campus is involved in the SACCSS Major Sporting Carnivals including: Swimming, Athletics, Cross Country, Golf, Tennis, Futsal and Hockey. Premier League is the SACCSS weekly sports program. Each term a different year level 7-10 compete in 8 sports: Girls Netball, Boys and Girls Basketball, Soccer, Volleyball, Cricket (Term 1 & 4) and AFL (Term 2 &3)

Emmanuel College also takes part in Senior Sports Program; Year 11 & 12 students will be competing on Carnival days and weekly Netball, AFL and Soccer matches.

DEBATING

The history of debating at Emmanuel College has spanned thirty years and has been a highly successful one. Our English curriculum from Years 7-12 features debating, beginning with basic public speaking skills in the first two years of schooling leading on to the specialised areas of debating such as content, methodology, manner, research, adjudication and official team split.
Each year we enter the Debating Association of Victoria (D.A.V.) schools competition. We compete in the Williamstown Division, which is one of the most difficult divisions in Victoria thereby challenging the students to perform at State level standard. Students are able to compete for a place in a debating team from Year 8 onwards. Students are also encouraged to be part of the team as support research members giving students the opportunity to be involved and develop skills, yet not publicly debate.

Many of our students, through the confidence gained in debating, compete in other public speaking competitions such as The Plain English Speaking Award Competition, Lions Youth of the Year and other local and state competitions.

Public speaking is encouraged, nurtured and developed at Emmanuel College. It promotes intellectual thought and argument, gives confidence and skill in a most difficult area and is an essential part of education in the new century.

**CHESS CLUB**

If you have never played chess before don't worry, there are plenty of people happy to teach you the rules of the game. If you are an experienced player you might like to join the College chess team in inter-school competitions. Emmanuel College competes in the Northern Secondary Colleges Chess Association (an affiliate of the Victorian Chess Association) and in the ACC Senior and Junior Chess Tournaments. As well as these formal competitions, there will be a number of social chess events and all students, from beginner to expert, are welcome to come along.

The Chess Club is a great way to get to know students from other year levels at Emmanuel College, to meet students from other schools and to represent your College in competition.
MUSIC & DRAMA AT EMMANUEL COLLEGE

In keeping with the College Philosophy of developing the whole person, Emmanuel College offers an extensive, dynamic and relevant program of classroom and elective music and drama.

DRAMA

Drama at Emmanuel College is available to VCE level. The central purpose of drama in the classroom is to offer students the opportunity to work creatively and cooperatively, thereby learning to understand the world from different perspectives.

By developing the skills of listening, reacting, improvising and creating, students learn about themselves and others. They learn to be perceptive, observant, considerate and are encouraged to be imaginative and adventurous in their practical and creative work.

Performance is a focal point of drama at Emmanuel College and every opportunity is sought for students to share, present and display their work. Technology and media are integral to the drama program through the use of video, film and audio recording.

Students are also encouraged to apply their drama skills through involvement in the annual school performance(s). Students are encouraged to multi-skill in this area by learning techniques of theatre sound technology, stage lighting and stage management.

MUSIC

Many studies have shown that students who participate in music education throughout their schooling, function at a higher level across the curriculum.

At Emmanuel College music is available to VCE level. Students who also wish to formalise and extend their instrumental studies through A.M.E.B. examinations and private tuition are encouraged to do so.

Opportunities exist for students to take part in various music ensembles, bands and singing groups. The instrumental program is designed to supplement and enhance the music curriculum by developing individual performance skills.

Instrumental tuition is available on a user-pays basis from highly qualified teachers who visit the college weekly. Instruments that are available for students to learn are saxophone, clarinet, trumpet, trombone, guitar, bass guitar, piano, singing drums/percussion, violin, viola and cello.
CURRICULUM

This Handbook outlines the curriculum offerings at Emmanuel College for Years 8 and 9. It responds to guidelines in the Victorian Essential Learning Standards and AusVELS, and it is intended that it should serve several purposes:

1) To provide the wider community with information on all courses offered.

2) Provide junior students with information about courses they may aspire to study as they pass through the school.

3) Provide students and their parents with detailed information when read in conjunction with report cards distributed at the end of each semester.

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<td>Mr. Louis Oosthuizen</td>
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<td>Mr. Frank Drandi</td>
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<td>Mr. Peter Kendall</td>
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<td>Mr. Glen Robertson</td>
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<td>Science</td>
<td>Ms. Latasha Slocombe</td>
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<td>The Humanities</td>
<td>Mr. Edwin Farmar-Bowers</td>
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<tr>
<td>Religious Education</td>
<td>Mr. Christopher O’Malley</td>
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<tr>
<td>Information Technology</td>
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<tr>
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<td>Mr. Daniel Buttacavoli</td>
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Details in this Handbook associated with learning focus, dimensions and assessment tasks may vary from year to year. Leaders of Domains, teachers, parents and students regularly meet to discuss these and like details as part of the ongoing process of developing Victorian Essential Learning Standards and AusVELS, which enable our students to become individuals with confidence in themselves and the future and with necessary skills to experience success.
VICTORIAN ESSENTIAL LEARNING STANDARDS

What are the Victorian Essential Learning Standards?
The Victorian Essential Learning Standards and AusVELS describe what is essential for all students to achieve from Foundation to Year 10. The Learning Standards provide a framework for planning the whole school curriculum by setting out standards for students to achieve in core areas. Emmanuel College recognizes that the Standards are based on a rich view of learning and a broad understanding of the purposes of education. They represent a holistic, learner-centred approach that will complement priorities such as religious education, faith development, student well-being and pastoral care at the College.

The Victorian Essential Learning Standards provide an approach to curriculum from Foundation to Year 10 for all Victorian schools. The Standards outline what is important for students to learn and develop during their time at school. They are designed to encourage a deep understanding of essential knowledge, skills and behaviours. The Standards will also be used to plan student learning, assess student progress and report to parents.

The Standards aim to meet the challenges of preparing young people for a world in which knowledge is highly valued and constantly changing, a world in which work, society, community and personal relationships are subject to increasingly complex pressures. Young people need a broad range of knowledge and social, personal and thinking skills to be successful. The Standards will enable young people to develop through their schooling and will prepare them for their final years of study in the:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL).

Vocational Education and Training (VET) programs can also be undertaken as part of either VCE or VCAL.

The Victorian Essential Learning Standards identify three core and interrelated strands for the Foundation to Year 10 curriculum. Each strand has a number of domains which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life. The domains include the standards, organised by dimension, by which student achievement and progress is measured

About the Standards

Standards define what students should know and be able to do at different stages of learning. They provide valuable information about student progress which can form the basis of further teaching and intervention.

By clearly specifying the standards appropriate at each of the levels, the Standards provide a clear picture of the sequence of development a student should progress through at school in terms of the essential physical, personal and social, discipline-based and interdisciplinary knowledge and skills. The Standards enable teachers, parents and students not only to determine the knowledge and skills a student currently demonstrates, but also what that student needs to know and be able to do to progress to the next level through to the end of Year 10.
Since standards describe what students know and can do, they focus on the knowledge and skills components of the three strands. This is not to suggest that the behavioural components of the strands are unimportant, but rather to acknowledge they are less amenable to the development of clear standards, and do not necessarily develop in broadly sequential ways. Behaviours included in the Standards will however be the focus of teacher observation which in turn will be referenced in student reports.

Each standard describes what students are expected to know and be able to do at that level, and how well they should know and be able to do it. Standards in the English, Science, History and Mathematics domains are aligned to agreed national curriculum (AusVELS).

**INTERDISCIPLINARY LEARNING**

The Interdisciplinary Learning at Emmanuel College identifies a range of knowledge, skills and behaviours which cross subject boundaries and are essential to ensuring students are prepared as active learners and problem-solvers for success at school and beyond. This focuses on ways of thinking, communicating, conceiving and realising ideas and information. It assists students to develop the capacity to design, create and evaluate processes as a way of developing creativity and innovation.

**Communication**

Communication helps to construct all learning and is central to the capacity to demonstrate and convey what one has learned in different contexts and to different people. This domain assists students to understand that language and discourse differ in different disciplines and that there is a need to learn the particular literacies involved in each.

**Design, Creativity and Technology**

Students develop the knowledge, skills and behaviours related to investigating and designing using appropriate planning processes and design briefs; creating and developing ideas, applying information, and seeking and testing innovative alternatives; producing, including the selection and safe use of appropriate tools, equipment, materials and/or processes to meet the requirements of design briefs; analysing and evaluating both processes and products including, where relevant, any broader environmental, social, cultural and economic factors.

**Information and Communications Technology - ICT**

The delivery of ICT in Years 7 and 8 at Emmanuel College will be realized across all Domains. The knowledge, skills and behaviours learnt will enable students to use information and communications technology (ICT) to access, process, manage and present information; model and control events; construct new understandings; and communicate with others. Students use ICT and strategies to monitor learning patterns, to process data to create solutions and information products that demonstrate understanding, and to share their work with others in ethical, legal and respectful ways.

**Thinking Processes**

This encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for effective functioning in society both within and beyond school. The study of thinking enables students to acquire strategies for thinking related to enquiry, processing information, reasoning, problem solving, evaluation and reflection.
YEAR 8
CURRICULUM OVERVIEW

Year 8 students complete a core program studying subjects in each of the Domain Learning Areas. All students study all subjects with the exception of their Language Other Than English. Students may select to study Japanese or Italian over the course of the year.

PROJECT BASED LEARNING

All Year 8 students will be involved in a model of learning that is designed to build on their experience in the Connected Learning Experience from Year 7. Project based learning is based on the Victorian and Australian Curriculum Standards with a focus on challenging students to investigate a real world problem connected to the curriculum that would normally be delivered. Students will be challenged to investigate an authentic problem which will require them to use 21st century learning skills of collaboration, teamwork, the use of ICT and communications skills. Students will also be involved in presenting their final product to an audience of their peers, other teachers and in some cases members of the broader community. This will form an exciting part of the learning in Year 8 and will occur in all subject areas over the course of the year.

Areas of Study:
The following subjects are studied for the whole year:

- Religious Education/Humanities
- English
- Mathematics
- Science
- Health and Physical Education
- Healthy Living
- LOTE (One of Japanese or Italian)

The following subjects are studied for one semester only

The Arts:
- Art and Visual Communication Design
- Drama
- Music
- Media (NDC)

Technology:
- Electronics (SPC)

By invitation:
- Literacy Support

SPORT DAYS

On one day each term all Year 8 students participate in a range of fitness activities that are designed to engage them in developing knowledge and skills in areas that they might not normally recognise as sport or fitness. The program includes such things as Circus Skills, boot camp, dance and movement as well as programs designed to help students learn about muscle development, strength and endurance.
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YEARS 8 & 9 CURRICULUM HANDBOOK 2015

YEAR 8 RELIGIOUS EDUCATION

Based on the introduction of the Victorian Essential Learning Standards (VELS) and the Religious Education Curriculum Framework (Coming to Know, Worship and Love).

Religious Education has three dimensions:
1. Religious knowledge and understanding; which develops the student’s knowledge and understanding of key practices and beliefs of Christian communities past and present.
2. Reasoning and responding; focuses on developing thinking about and responding to matters that arise out of our Christian knowledge and understanding.
3. Personal and communal engagement; has as its central focus the nurturing of the spiritual life, the importance of belonging to a faith community and engagement in serving the community.

Units taught will combine study in the following 5 strands over the full year:
1. Scripture and Jesus
2. Church and Community
3. God, Religion and Life
4. Prayer, Liturgy and the Sacraments
5. Morality and Justice.

The purchase of the textbook ‘To Know, Worship and Love’ (Year 8) and a Bible are essential requirements for each student.

Teachers and students will be working together to develop a dynamic, creative and interactive learning space that will stimulate thinking and challenge each member of the group to be the best that they can be and to try and achieve the standards set through project based learning.

Key questions for investigation include:

- The Gospels- what are they? Why do we need them?
- Who is this Jesus, the central figure of the Gospels?
- What is a parable and why did Jesus use them?
- Why does God allow suffering in the world?
- How did the early Church develop?
- What is the purpose of the sacraments?
- Who are the key people involved in ministry within the Church?
- Why do people need to die?
- How is Catholicism practiced around the world?
YE 8 ENGLISH

LEARNING FOCUS

Based on the Victorian interpretation of the Australian Curriculum (AusVELS), this course is designed to continue the work in developing students' skills and knowledge in the strand areas of reading, writing and speaking and listening for a variety of purposes and audiences, in a variety of settings and using a variety of text types. The Year 8 REN program involves an additional English teacher being assigned to three out of five English lessons each fortnight. This ensures that all Year 8 students have access to greater levels of individual assistance in developing their literacy skills.

Students are expected to have met the following achievement standards by the end of Year 8:

**Reading and viewing**
By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

**Writing**
Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

**Speaking and listening**
Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.
Year 8 students will explore these complex ideas through the study of a variety of texts including film, illustrated short stories, novels and websites. They analyse the link between visual images and written text to create meaning. Figurative language and narrative structure are explored, as is the concept of surrealism. Students apply their knowledge to create their own illustrated stories as well as exploring the use of blogs to communicate to a wide audience. Throughout the year students complete a spelling and grammar program as well as participating in regularly scheduled sustained silent reading sessions.

YEAR 8 MATHEMATICS

The Year 8 Mathematics Course reflects the requirements of the Australian Curriculum (AusVELS) for mathematics and provides students with essential skills and knowledge in the three content strands of Number & Algebra, Measurement & Geometry and Statistics & Probability.

Mathematics - Course Summary

This course aims to assist students to develop an increasingly sophisticated understanding of mathematical concepts and processes along with an ability to recognise and solve problems. Students are expected to use a scientific calculator and laptop during some problems and calculations.

The topics presented during this course are:

- Data Presentation & Interpretation
- Integers, Operations & Negative Numbers
- Geometry in 2 Dimensions
- Introduction to Algebra
- Introduction to Ratios
- Measurement in 1 2 & 3 Dimensions
- Percentages & Applications
- Introduction to Linear Equations & Graphs
- Experimental & Theoretical Probability

Assessment Summary

During each semester, students will be assessed with two common benchmark scores/tests and a semester examination. In addition, the semester report will also include a Maths Folio result. The folio is designed to provide students with the opportunity to demonstrate their capabilities in a variety of learning activities. The folio uses a range of assessment strategies that reflect the needs of students with different abilities and interests. These activities may include assignments, bookmarks, projects, posters, homework, classwork, computer presentations, calculator activities, or additional topic tests.
YEAR 8 SCIENCE

Learning Focus

In Year 8, students will complete 4 Project Based Learning (PBL) Units – Biology, Chemistry, Physics and Geology. Students will explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information in the Living Systems in the Biology PBL. They will learn that cells are the basic units of living things and that they have specialised structures and functions. In the Chemistry PBL, students will continue to compare physical and chemical changes and predict the properties and behaviours of different substances. In the Physics PBL, they will consider the interaction between multiple forces when explaining changes in an object’s motion. In the Geology PBL, students will look at the different types of rocks, what minerals they contain and how they are formed. Students will make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

YEAR 8 THE HUMANITIES

Year 8 Humanities explores a variety of different topics: Medieval and Viking Europe, key geographic skills, Australian democracy, how to generate and protect wealth, and the rise and fall of the Khmer empire. In the process of studying these topics students will further develop their research, analytical, critical thinking and communication skills.

YEAR 8 HEALTH & PHYSICAL EDUCATION

DIMENSION
Movement and Physical Activity

LEARNING FOCUS
The purpose of this unit is to help students understand the fitness and energy needs of sports and everyday activity, so that they can make better and more informed choices relating to their health and fitness needs of their own lives. Students will also use their expanding knowledge and range of motor skills to devise and implement movement responses to changing demands in games, activities and sports. Students will practice movement skills and patterns and explore the concepts of fitness testing, feedback, energy, recovery and fatigue. The second part of the unit students will get an introduction to the principles of water safety.
The Year 8 Health and Physical Education course is designed to:

- Develop and refine a range of movement and manipulative skills
- Allow students to participate in a wide variety of team and individual games and activities
- Continue to develop and learn new sports specific skills
- Observe and analyze their own and peer performance which develops strategic thinking and tactical knowledge
- Allow students to perform a variety of roles and reflect on their experiences as coach, player, umpire of administrator
- Develop appropriate personal social behaviors in the physical setting
- Create an inclusive and supportive environment for learning and fair play

YEAR 8 HEALTHY LIVING PROGRAM

Dimension
Health Knowledge and Promotion

LEARNING FOCUS

Students will investigate the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They will describe the effect of the family and community expectations on the development of personal identity and values, identify the outcomes of risk taking behaviors and evaluate harm minimization strategies. In addition students will identify the health concerns of young people, strategies and the products available to improve health. Finally, students will analyze a range of influences on personal and family food selection and identify major nutritional needs for growth and activity.

The Year 8 Healthy Living Course is designed to:

- Allow students to explore their views on fitness and what fitness means to various groups in society
- Consider the relationship between physical, activity and health
- Investigate the between their physical activity and nutrition and how they can maintain physical health
- Allow students the opportunity to explore the negative and positive motivational factors on participation
- Investigate and reflect on the range of influences on personal food intake
- Explore topical issues related to eating
- Consider the nutritional requirements for growth and activity
- Analyze nutritional information on food products and how this information can be used to make informed decisions of food choices
- Research biological factors such as body weight, blood pressure and cholesterol affect their own and family members health
- Examine the health status of different groups in Australia
- Develop harm minimization strategies to protect their own and others health
- Investigate the range of services, programs and products linked to health
YEAR 8 THE ARTS

The Arts at Emmanuel College consists of five disciplines; in the Visual Arts, Art and Visual Communication Design & Media and in the Performing Arts, Music and Drama.

INTRODUCTION
As students work towards the achievement of Level 5 standards in the Arts, they use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas.

DIMENSIONS
Creating and making

- Students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine make and present art works that expressively communicate feelings, ideas and purpose.
- Students experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles.
- Students combine and manipulate art elements and principles and/or conventions to maintain a record of the creating and making of their art works and explain their decisions about how they present art works for specific purposes and audiences.

Exploring and responding

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

LEARNING FOCUS - ART

In Year 8 students take part in activities that develop knowledge about art processes and techniques and have the opportunity to create artworks using a range of mediums.

Students use artworks from a variety of historical and cultural contexts as a catalyst in creating their own original artworks. Students develop skills, language and knowledge that develop their ability in critically evaluating their own artworks and the works of others.

Assessment tasks
- Art Practice
- Art Theory

LEARNING FOCUS - VISUAL COMMUNICATION DESIGN

Students will employ the design process when tackling design problems and learn about how to effectively present information visually. They will develop skills in drawing and rendering using a range of materials and media and learn about design analysis and evaluation. They will construct instrumental drawings and learn about conventions employed in Paraline drawing.

Assessment tasks
- Visual Communication Design Practice
- Visual Communication Design Theory

LEARNING FOCUS - MEDIA

In Media students learn about the prevalence, purpose and application of Media in our world. The specific focus is on employing the design process to research and apply specific Media techniques and conventions to communicate a message to a specific audience. Students create and evaluate a range of Artworks using a range of programs in the Adobe suite.

Assessment tasks
- Research Task
- Cubist Poster
- Creative News Story
- Photostory
DRAMA

LEARNING FOCUS
Students learn the art of communication and characterisation. They learn a wide range of basic theatre skills – how to improvise, role-play, act, direct and design. They also explore a variety of different acting techniques and styles. Students learn about the areas of production and stagecraft. These performance skills culminate in a performance of a show on stage.

Assessment tasks
- Performance
- Journal
- Research Tasks

MUSIC

LEARNING FOCUS
In Year 8 students will extend their music skills and knowledge by studying the way music relates to the world we live in. Through a variety of media students will create, analyse, perform and evaluate. In this unit students will be investigating a range of music from popular culture by creating and performing music and researching music styles and famous musicians.

Assessment tasks
- Written review and analysis of popular music
- Musical Compositions
- Research Tasks

YEAR 8 LANGUAGES OTHER THAN ENGLISH (LOTE)

INTRODUCTION
Learning a new language opens up a world of possibilities. Students are given opportunities to explore the Japanese and Italian language. Students will learn either the Japanese or Italian language which will include an array of greetings, conversational grammar and reproducing modelled use of the language. As students work towards the achievement of Level 5 in LOTE (as outlined in the dimensions), they exchange simple personal information on topics such as daily routines, talk about themselves in response to questions and ask questions.

Project Based learning (PBL) is an innovative and progressive approach to teaching and learning language, and the following information will apply to LOTE, in keeping with the Ausvels.

The topics learned in LOTE will be guided in the following way. Please note also that there is a high level of direct teaching with regard to new language structures.

- A project or presentation is created and is relevant to the community and linked to the target language. The inquiry is guided by a Driving Question that the students investigate and aim to answer.
- Example of Italian, the Renaissance revival in Melbourne. Example of Japanese, the study of the Imperial Family as a means of comparing family life. The project will also cover the target skills and knowledge required at Year 8 through the development of the project.

- The product will provide evidence of grammar and content knowledge provided in the PBL/LOTE classroom.

- Applied learning – students will need to learn new grammar models (teacher directed) and the link between this and the next steps to completing the project AND always keeping the driving question in mind.

- A real world connection is essential- in this case an article and a creative expression of the students own revival piece.

- High-quality end product demonstrating new learning and application of life skills and skills in target language.

- Immersion approach will be used as required.

- Students are required to demonstrate their LISTENING, SPEAKING, READING COMPREHENSION AND WRITTEN SKILLS, IN THE TARGET LANGUAGE.

DIMENSIONS:

Communicating in a LOTE

- Students demonstrate effective sound discrimination, in tone languages, students discern clearly, in slowed speech, all the tone patterns;
- Students describe and use culturally specific gestures and body language, showing awareness of language requirements in specific situations relating to a topic, adapting language and gesture appropriately to the role, audience and purpose;
- Students explore word meanings, word associations, cognates, and so on, and apply this knowledge to their own work.
- Japanese language students will learn the Hiragana and Katakana characters and also some Kanji characters associated with topics studied at this level.

Intercultural knowledge and language awareness

- Students actively contribute to the establishment of a physical and language environment in the classroom that reflects the language and culture. They select, interpret and present knowledge about the language, its speakers, and countries where it is spoken.
- Students demonstrate understanding of aspects of interpretation and translation by using appropriate language and levels of respect in different circumstances, reflecting the relationship between the speakers of the language.
- Students interact with a variety of speakers of the language from different countries and communities, including Australia, to gain understanding of diverse views and beliefs within and between these communities.
ITALIAN

The unit being offered at Year 8 is as follows:

Enjoying Life the Italian Way

Students will be looking at aspects of daily life centred specifically around themselves and the community. Through the dimensions communicating in a language other than English and Intercultural knowledge and language awareness, students will learn to describe themselves and others, talk about their friend, school life, leisure activities and the festival of Carnevale.

The dimension communicating in another language allows students to learn the knowledge, skills and behaviours relevant to Italian. The skills of this dimension include listening, speaking, reading, viewing, writing. The dimension knowledge and language awareness develops students’ knowledge of the connections between language and how culture is embedded throughout the communication system. Students also gain awareness of the influence of culture in their own lives.

Special Requirement:
Students will pay for their lunch when there is a lunch incursion or planned excursion.

JAPANESE

The unit being offered at Year 8 is as follows:

The Daily Life of the Japanese

Students will be looking at school life, family and other cultural aspects of Japan. Through the dimensions communicating in a language other than English and Intercultural knowledge and language awareness, students will learn to talk about their school life, leisure activities and also learn about traditional Japanese Festivals.

The dimension communicating in another language allows students to learn the knowledge, skills and behaviours relevant to Japanese. The skills of this dimension include listening, speaking, reading, viewing and writing. Intercultural knowledge and language awareness develops students’ knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. Students also gain awareness of the influence of culture in their own lives.

Special Requirement:
Students will pay for their lunch when there is a lunch incursion or planned excursion.
YEAR 8 TECHNOLOGY

Students are at the St. Paul’s Campus will have an opportunity to undertake Systems Engineering : Electronics

Course participants will be introduced to safe workshop practices, basic soldering, mechanisms and transistor circuit theory.

They will also have an opportunity to use different materials when constructing their practical projects. Students will also learn fault finding and repair techniques. In this subject, students will use the design process to guide their planning, production and evaluation activities. It will also comprise a theoretical component.
YEAR 9
CURRICULUM OVERVIEW

The Year 9 program is designed to extend the breadth of learning experiences commenced in Year 8 whilst offering some opportunities for choice.

Students in Year 9 study a combination of compulsory subjects (Core Subjects) and subjects that they choose (elective subjects). All subjects are studied for the whole year.

PROJECT BASED LEARNING
All Year 9 students will be involved in a model of learning that is designed to build on their experience in the Connected Learning Experience from Year 7 & 8. Project based learning is based on the Victorian and Australian Curriculum Standards with a focus on challenging students to investigate a real world problem connected to the curriculum that would normally be delivered. Students will be challenged to investigate an authentic problem which will require them to use 21st century learning skills of collaboration, team work, the use of ICT and communications skills. Students will also be involved in presenting their final product to an audience of their peers, other teachers and in some cases members of the broader community. This will form an exciting part of the learning in Year 9 and will occur in all subject areas over the course of the year.

Core Subjects
Religious Education
Humanities
Healthy Living
English
Science
Health & Physical Education
Mathematics

Elective Subjects (Students study three electives over the year)
As is the case with all subjects offered at Emmanuel those that are actually taught will depend on the number of students enrolled and resources available to the College.

LOTE
Italian
Japanese

Technology
Design & Technology (Wood)
Robots (SPC)
Food Technology (NDC)

The Arts
Art & Visual Communication Design
Music
Drama

Digital Technologies
(aka known as ICT)
2D Digital Animation
2D Game Development

Learning Enhancement
Stairways
Language Assistance

Health and PE
Outdoor Education
Sports Performance

** Please note
Stairways and Language Assistance are available only to students who are invited to participate.
SUBJECT SELECTION FORM SUBMISSION

Subject Selection Forms must be signed by the student, parent/guardian prior to submission. The completed form is then submitted by the student to the Homeroom Teacher, by the date stipulated on the Subject Selection Form.

Web Preferences Access Guide

Student:

House: Student Code:
Year Level: Home Group:
Roll Class:

The following steps outline how to enter your subject preferences online.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1 Internet Access</strong></td>
<td>You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.</td>
</tr>
<tr>
<td><strong>3 Home Page</strong></td>
<td>To view your subject information click &quot;View Subject Details&quot; at the top left of the screen. To select/change your preferences, click &quot;Add New Preferences&quot; at the top left of the screen.</td>
</tr>
<tr>
<td><strong>4 Preference Selection</strong></td>
<td>Select your subjects from the drop down lists, you have 30 minutes to do so. Once complete, click &quot;Submit Selected Preferences&quot;. Note: You are not finished yet.</td>
</tr>
<tr>
<td><strong>5 Preference Validation</strong></td>
<td>If you are happy with your preferences click &quot;Submit Valid Preferences&quot; which will open your &quot;Preference Receipt&quot;. Or if you would like to make changes to your preferences click &quot;Cancel&quot; and this will take you back to the Preference Selection page.</td>
</tr>
<tr>
<td><strong>6 Preference Receipt</strong></td>
<td>You can print your &quot;Preference Receipt&quot; by clicking &quot;Open Print View&quot; and clicking &quot;Print Receipt&quot;. To continue click &quot;Return to Home Page&quot;, if you want to change your preferences, repeat the process by clicking &quot;Add New Preferences&quot;, otherwise exit by clicking &quot;Logout&quot;. End of steps.</td>
</tr>
</tbody>
</table>
YEAR 9 RELIGIOUS EDUCATION

Year 9 Religious Education, in concert with Humanities, explores a number of different topics covering essential standards relevant to all. Students will explore scripture and Jesus, the living Word of God as the heart of Christian life and the one on whom all teaching is based. Church and community where the people of God are united to the person of Jesus Christ, nourished by the word of God and called to be active in the proclamation of the reign of God in the lives of people today.

God Religion and Life where humanity involves living within diverse religious and cultural communities and are confronted with choices in life, including the important choice between good and evil. Prayer, liturgy and sacraments looking at the celebration of prayer, sacrament and liturgy, and particularly the Eucharist where Jesus Christ is made present to the Christian community to give them life, to heal them and to form them as a people.

Morality and Justice where the Christian community is called to discipleship which requires that it continues to create a world where we live together justly and where the dignity of the human person is central. In the process of studying these topics through Project Based Learning, students will enhance their research, analytical, critical thinking and communication skills.
YEAR 9 ENGLISH

Learning Focus

Based on the Victorian interpretation of the Australian Curriculum (AusVELS), this course begins to bridge the gap between the work that is covered in the junior years and ensuring an adequate preparation for VCE and life beyond school. Students continue the work in developing students' skills and knowledge in the strand areas of reading, writing and speaking and listening for a variety of purposes and audiences, in a variety of settings and using a variety of text types.

Students are expected to have met the following achievement standards by the end of Year 9:

Reading and viewing
By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing
Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and listening
They listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Year 9 students will explore these complex ideas through the study of a variety of texts including film, poetry, novels and media reports. They will compare different versions of texts adapted to various modes, developing the skills required to analyse the ways authors convey their own views and values to an audience. Throughout the year students complete a grammar program that links increasingly sophisticated understandings of lexical tools with the production of written texts for specific purposes and audiences.
YEAR 9 MATHEMATICS

The Year 9 Mathematics Course reflects the requirements of the Australian Curriculum (AusVELS) for mathematics and provides students with essential skills and knowledge in the three content strands of Number & Algebra, Measurement & Geometry and Statistics & Probability. In addition to the standard course, a Year 9 Advanced Mathematics Elective is also included in the program. This elective is offered to students who perform highly in a range of assessments during Year 8 and who are recommended by their teachers.

Mathematics - Course Summary

This course aims to assist students to develop an increasingly sophisticated understanding of mathematical concepts and processes along with an ability to recognise and solve problems. Students are expected to use a CAS calculator during some problems and calculations.

The topics presented during this course are:

- Indices
- Algebra
- Measurement
- Chance – Probability
- Linear Equations & Graphs
- Geometry
- Pythagoras & Trigonometry
- Statistics

Advanced Maths Elective – Course Summary

This course aims to assist and challenge more capable maths students to develop an increasingly sophisticated understanding of mathematical concepts and processes along with an ability to recognise and solve problems.

The topics presented during this elective are:

- Scientific Notation
- Surds and Exact Solutions
- Applications Using Scientific Notation & Surds
- Linear Algebra Equations & Graphs
- Introducing Functions & Linear Modelling
- Number & Measurement
- Matrices & Applications
- Quadratic Algebra
- Graphing Parabolas
- Functions & Quadratic Modelling
Assessment Summary

During each semester, students will be assessed with two common benchmark scores/tests and a semester examination. In addition, the semester report will also include a Maths Folio result. The folio is designed to provide students with the opportunity to demonstrate their capabilities in a variety of learning activities. The folio uses a range of assessment strategies that reflect the needs of students with different abilities and interests. These activities may include assignments, bookmarks, projects, posters, homework, classwork, computer presentations, calculator activities, or additional topic tests.

YEAR 9 HUMANITIES

Year 9 Humanities, in partnership with RE, explores through Project Based Learning, a variety of different topics: Colonial Australia, food security, the industrial and digital revolutions, World War One, dangerous ideas in history, the story of Indigenous Australians, and why some countries are wealthier than others. In the process of studying these topics students will enhance their research, analytical, critical thinking and communication skills.

YEAR 9 SCIENCE

LEARNING FOCUS

In Year 9, 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, and how this system can change through nuclear decay. 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.
YEAR 9 HEALTH AND PHYSICAL EDUCATION

Movement and Physical Education

The Health and Physical Education course at Emmanuel College focuses on Level 6 of the Movement and Physical Activity learning focus of VELS. It gives students the opportunity to develop proficiency in a range of high-level movement and manipulative skills, the ability to identify and implement ways of improving the quality of their performance during games, physical activities and sports.

Through a range of physical activities, students will investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives.

Students will learn and practice tactics and strategies relevant to the sports and activities in which they are participating. Throughout the course they will participate in peer teaching or coaching situations with a focus on skill development and improvement.

Healthy Living

The Healthy Living Program is based on Level 6 of the Health and Knowledge Promotion learning focus. It is a comprehensive study of health issues relevant to teenagers. Through a range of learning experiences they will examine factors that influence the development of personal identity, their rights and responsibilities, mental health and evaluate perceptions of challenge, risk and safety. In practical sessions, they demonstrate understanding of appropriate assertiveness and resilience strategies. Students will examine nutritional trends and analyse the factors that affect food consumption in Australia and develop an awareness of support networks available to them.

Health and Physical Education Elective

Could you survive in the wild? Do you want to be fit?

The Year 9 HPE Elective is about survival and fitness.

The course gives students the opportunity to explore various forms of physical activity including outdoor education, weights training and recreation. The course will enable students to engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for enhancing safe participation in these activities. Students will finish the course, with the ability to survive in the wild as well as develop personal fitness programs to enhance their fitness performance.

Associated charges:
The subject levy for 2015 will be between $300 - $400 for the Camp, Mountain bike excursion and the Rock Climbing activities.
YEAR 9 ELECTIVE SUBJECTS

INTRODUCTION

In Year 9, students are given further opportunities to explore languages. Students continue to consolidate prior knowledge whilst adding new structures for continued enhancement of skills. Students in Year 9 will also learn their skills through immersion programs with other schools and opportunities to interact with language learners of their own age. This will enable them to progress towards AUSVELS 9 LOTE.

LOTE

JAPANESE: WORKING AND PLAYING IN JAPAN

Do you ever wonder what is like to live in Japan? This domain looks at life in Japan, focusing on family, housing, daily routine and work, however; it is not all work - the Japanese people also like to play. The Japanese, in fact, like to indulge in leisure activities, whether it is eating out, watching a baseball game or playing arcade games. This is a learning experience not to be missed! These themes have been selected because of their potential to contribute to systematic acquisition of the language and cultural understandings in the dimension, Communicating in the Language and Intercultural Knowledge and Language Awareness.

Most topics will be familiar to you and provide opportunities for investigation of issues, drawing on skills and knowledge acquired in other areas of the curriculum. You will demonstrate your language and cultural understanding by putting your skills and knowledge to use. You will use a range of learning tools, including multimedia tools, to encounter a wide range of language and cultural forms and practices. Both directed and independent learning is focused on acquisition of new language, structures, communication conventions, ways of thinking about the topic/s and your expression, as well as comparisons between languages and societies.

Students will have the opportunity to attend a Japanese animation excursion with lunch in a Japanese restaurant. Perform for anime and manga fans plus you’ll have the chance to master the art of eating with chopsticks!

Special Requirement:
Students will need to pay for their lunch when they attend the Japanese Animation excursion.

ITALIAN: VIVA ITALIA

Want to learn more about Italy? The food that has conquered the world? The sports that drive the lives of the Italians? The art that has influenced the modern world? In this domain you will study a variety of topics which will give you the opportunity to discover the Italian peninsula and its fascinating history, the way Italians live and the things they love as well as what the youth of Italy love to do.
These themes have been selected because of their potential to contribute to systematic acquisition of the language and cultural understandings in the dimension, *Communicating in the Language* and *Intercultural Knowledge and Language Awareness*. Most topics will be familiar to you and provide opportunities for investigation of issues, drawing on skills and knowledge acquired in other areas of the curriculum. You will demonstrate your language and cultural understandings by putting your skills and knowledge to use. You will use a range of learning tools, including multimedia tools, to encounter a wide range of language and cultural forms and practices.

Both directed and independent learning is focused on acquisition of new language, structures, communication conventions, ways of thinking about the topic/s and your expression, as well as comparisons between languages and societies. You will also have the opportunity to travel to Lygon Street, Australia’s Little Italy to have the best pizza and ice-cream in Melbourne. You will taste the treasures of the Italian cuisine, order a great meal and share it with your friends, a common custom in the Italian culture.

**Special Requirement:**
Students will need to pay for their lunch when they go on an excursion to Lygon Street. Italian students participating in the Dante Alighieri Poetry Competition will be required to pay the competition entry fee.
YEARN 9 TECHNOLOGY

At Year 9, students have the opportunity to become more active researchers and designers in the planning stages of their production. Modifications, improvements and testing become more important for the students to be able to undertake and play an important role in developing their practical and thinking skills.

OVERVIEW OF UNITS

<table>
<thead>
<tr>
<th>Domain</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>Design &amp; Technology</td>
<td>Design &amp; Technology (Wood)</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>Robots (SPC)</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Cooking Essentials (NDC)</td>
</tr>
</tbody>
</table>

**Design & Technology (Wood)**

Design & Technology Unit

This subject has been designed for those students who have a particular interest or flair for working with timber. Whilst implementing the different stages in the design process students will be able to creatively propose a solution to an existing problem. In doing so students will generate ideas and propose several design solutions. Students will also be introduced to a range of joints and/or mechanisms. This course also provides students with the opportunity to critically reflect and assess their final production piece.

**Robots (SPC only)**

Systems Engineering

This subject is designed to provide students with the chance to explore, investigate, research, and plan and build robotic models. After initial teacher instruction, Inquiry based learning is used as the primary vehicle to assist students to discover knowledge and solutions to design problems. This process also seeks to assist students develop critical and creative thinking skills. Using NXT software and Lego construction pieces, students develop both their programming and building skills. Students have the opportunity to explore the World Wide Web as the primary resource for investigating cutting edge engineering and technological issues such as nanotechnology.

**Food Technology (NDC only)**

Year 9 Food Technology starts off with a focus on kitchen safety and hygiene. Students will learn the basics of cooking including accurate measurement of ingredients, use of tools and equipment, recipe writing and key processes. Students will learn about the design process and apply it to projects where they will work creatively to produce their own designer receipts. Through the design process students will develop skills in investigating, designing, producing, analyzing and evaluating, which are essential for future studies in Technology.
YEAR 9 THE ARTS

LEARNING FOCUS

As students work towards Level 6 standards in the Arts, they design, make and present arts works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of and manipulate arts elements, principles and/or conventions to effectively realize their ideas, represent their observations and communicate their interpretations of issues and concepts.

DIMENSIONS

Creating and Making

- Students across areas of specialisation, apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style.
- Students evaluate, reflect on, refine and justify their work’s content, design, development and their aesthetic choices.
- Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities.
- Students independently and collaboratively apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures.
- Students vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes.
- Students effectively use a range of traditional and contemporary media, materials equipment and technologies.
- Students maintain a record of how ideas develop in the creating, making and presenting of their arts works.

Exploring and Responding

- Students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Students analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts.
● Students describe and discuss ways that their own and others’ arts works communicate and challenge ideas and meaning.

● Students use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples.

● Students comment on the impact of arts works, forms and practices on other arts works and society in general.

**ART**

In Year 9 Art students look at artworks from a range of cultures and eras and use these as a stimulus to produce their own art.

- Art Theory
- Art Practice

**VISUAL COMMUNICATION DESIGN**

In Year 9 Visual Communication Design students use the design process to create a produce. Working from a design brief, students conduct and analyse research, generate developmental work and produce final presentations which may include instrumental and computer generated drawing and scaled models.

Assessment Tasks
- Model
- Logo Design
- Design Drawings
- Examination

**MUSIC**

In Year 9 students will develop performance, listening, research and evaluative skills through a wide variety of topics. Students will learn about music from a cross-section of cultures and present research projects and original compositions based on their discoveries. Students will perform pieces of music composed by others as well as themselves on a number of instruments, including percussion and voice. Students will also be introduced to a range of music technology including composition software and PA systems.

Assessment tasks
- Compositions
- Research Tasks
- Performances
- Examination
DRAMA

The focus of Year 9 is play building. Students are required to build performance incorporating a range of materials, themes and ideas. It is intended that some performance assessment tasks will be before audiences beyond their classroom.

Year 9 is also a more detailed exploration of style and the students study a range of traditional dramatic forms that may include Documentary Drama, Commedia Dell’Arte, Naturalism and Stanislavski and Physical Theatre.

Assessment tasks
- Performances
- Research Tasks
- Journal
- Examinations
DIGITAL TECHNOLOGIES
(also known as Information and Communications Technology)

Learning in Digital Technologies focuses on key concepts of 2D animation and game development. Students will be introduced to industry standard software to manipulate data and apply problem-solving methodologies to creatively and actively design and manage digital projects for a specific purpose.

LEARNING FOCUS:

Semester One: 2D Digital Animations
This unit examines the digital media industry and the basic concepts of 2D animation. Students will be introduced to Adobe Creative Suite to design and create their own 2D animations for a particular purpose and audience.

On completion of this unit students should be able to:
- Understand the importance of planning and storyboarding
- Apply essential image processing techniques
- Apply basic concepts of 2D animation
- Create multimedia, combining graphics, animation and interactivity.

Semester Two: 2D Game Development

Do you enjoy playing computer games? Would you like to make your own games? Gamemaker lets you create computer games by dragging and dropping components without a background in computer programming.

The focus of this unit is to introduce students into the world of gaming from a developer’s perspective and provides students with the opportunity to learn about computer game genres. There is no prior learning required to qualify for this course, as the subject covers the fundamentals of game development. Students will explore the history of computer games and create 2D games ranging in complexity, with the ability for advanced gaming concepts to be incorporated into their final game product. Students will cover the problem-solving methodology, including analysis, design, develop and evaluate.

By the end of the unit students will be able to review games with an understanding of what makes them successful and they will be able to document a computer game in the same way as a professional computer game developer.

On completion of this unit students will be able to:
- Apply the stages of game design, including writing design documents and storyboarding
- Develop and evaluate 2D games based on design documents
- Thoroughly test games on playability characteristics
- Evaluate success of solution to information problem
- Describe in detail the processes required to create a 2D game
- Describe the process and sequence of the problem-solving methodology
- Apply technical and programming aspects of game creation, including collision detection, conditional statements, variables, parent and child objects, properties and keeping score.
LEARNING ENHANCEMENT

STAIRWAYS

The Stairways Program endeavours to challenge gifted students to develop their talents. The aim is provide tasks at a higher level of cognitive thought processes. The Program enables students to extend and challenge themselves through investigative learning, focused on a personalised expertise goal and problem solving. The thinking curriculum emphasises the importance of students developing thinking skills based DeBono's and Bloom's Cognitive Thinking theories. Assessment is based on both the teacher's and the student's self-assessment of analysis, synthesis and evaluation development.

Participation in the Stairways Program is by invitation.

YEAR 9 ADVANCED MATHEMATICS

This is an elective by invitation, to those students who performed highly on a range of assessments in Year 8 and/or were highly recommended by teachers.

The aim of the subject is to extend the students in mathematics going into Year 9. They get advanced treatment of the Year 9 syllabus plus areas of enrichment likely to engage talented students.

The further aim is to prepare such students for Year 10 Advanced Mathematics, then Advanced General Mathematics at Year 11, and finally Specialist Mathematics at Year 12. (These last 2 subjects to accompany Mathematical Methods (CAS) at Year 11 & Year 12). For further information contact the Leader of Mathematics.