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PRINCIPAL’S MESSAGE

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 interconnected and globalised 21st 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.

A growth mindset, grit, learning from mistakes, collaboration and communication: not only are these the ingredients for success in learning at Emmanuel College, they are also the keys to success in the 21st century.

I look forward to working with parents and teachers over 2017 in supporting the growth and learning of the young people whom we serve.

Christopher Stock
Principal
CO-CURRICULA ACTIVITIES

SPORTING

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 (SACCS)

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.

PUBLIC SPEAKING

DEBATING

The history of debating at Emmanuel College has spanned thirty years and has been a highly successful one.

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.

**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, College Choir and 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.

**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 and the SACCSS Chess competition.

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.
This Handbook outlines the curriculum offerings at Emmanuel College for Years 8 and 9. It responds to guidelines FOR THE Victorian Curriculum which will be introduced into schools in 2017.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>HEAD OF DEPARTMENT in 2016</th>
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<tbody>
<tr>
<td>The Arts</td>
<td>Mr. Louis Oosthuizen</td>
</tr>
<tr>
<td>English</td>
<td>Ms. Emma Llewelyn (Term 3)</td>
</tr>
<tr>
<td></td>
<td>Mr. Sean Collins (Term 4)</td>
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<tr>
<td>Technology</td>
<td>Mr. Frank Drandi</td>
</tr>
<tr>
<td>Languages Other than English</td>
<td>Ms. Anna Italia</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr. Dat Che</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Mr. Glen Robertson</td>
</tr>
<tr>
<td>Science</td>
<td>Ms. Latasha Slocombe</td>
</tr>
<tr>
<td>The Humanities</td>
<td>Mr. Edwin Farmar-Bowers</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Ms. Sharon Mills</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Ms. Jenny Tocchetto</td>
</tr>
<tr>
<td>Curriculum Co-ordinator SPC</td>
<td>Mr. Michael Flaherty</td>
</tr>
<tr>
<td>Curriculum Co-ordinator NDC</td>
<td>Mrs. Leanne Matheson</td>
</tr>
</tbody>
</table>

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 our curriculum.
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 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. 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 except English and Mathematics, 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  
Languages  
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  
Numeracy 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.
YEAR 8 RELIGIOUS EDUCATION

The Year 8 Religious Education Curriculum program is based on the Religious Education Curriculum Standards Framework – Coming to Know Worship and Love. You will study key topic areas to increase your knowledge and understanding of Christian and specifically Catholic practices and beliefs, undertake activities to reflect on this knowledge and apply what you have learnt to yourself to nurture your own spirituality and assist you in your personal faith journey.

In Year 8 Religious Education each student will study the following units:

**Semester 1**
- The Jesus Project
- Death & Resurrection
- Ways of Being Catholic

**Semester 2**
- Initiation into the Sacred Mysteries
- Participating in the Life of the Church
- Living the Christian

Through participation in each project in Religious Education you will use the events, stories and messages of our Catholic faith with the life death and resurrection of Jesus Christ at the centre of this to make links to how this faith story serves as a moral guide and source of meaning and purpose to us as Catholics. Through developing an understanding of the Catholic tradition you should develop a vision of how to be a member of the world we live in and live a life of justice and faith.

To achieve this learning you will complete activities like:
- Mapping tasks
- Scripture reflections
- Exploration of religious symbols
- Creating artefacts and personal interpretations of symbols that reflect the faith
- Producing profiles of important leaders in the Catholic/Christian Tradition
- Researching roles that were part of the Catholic Church in the past and present
- Reporting on and understanding how we are called to live our life according to our religion and beliefs.
- Creating digital campaigns to share your knowledge
- You will also use Powerpoint, Prezi, Ignite, Google maps and other multimedia formats to research and present your findings.

In Semester One you will delve into the story of Jesus, the meaning of his death and Resurrection and chart the development of the early Church and explore the different way there are of being Catholic. Through this you will learn about:
- Jesus and his calling and His humanity and divinity
- The impact of Jesus’ death and Resurrection on the Early believers and how Pentecost is tied to the development of the Early Church
- Ways of being Catholic and how there are more than just Roman Catholics

In Semester Two you will build on your understanding of the Seven Sacraments of the Catholic Church, how to participate in the Church and what it means to live a Christian life. Though this you will learn about:
- The nature, purpose and symbolism of the Sacraments of Initiation.
- The roles within the Church for both priests and lay people and how service in many different forms builds the community of the Church.
- How to live a Christian life, what are our expectations for how to live, treat others and why is this part of our Catholic faith and not just part of being a good person.
Your earlier learning in Religious Education will allow you to move from your prior understanding into these topics because in previous years you have learnt about belonging to a Catholic Community and what this means for Catholic. You have looked at the key people and history of our faith story prior to Jesus so you will now be able to connect the past and the present together. You will be able to see how Jesus continued the faith journey of the Hebrews and how the people and events of the past lead to the tradition we have today. You will also develop further your understanding from your past look at decision making and morals to understand how we are called to live a Christian life in the world today. As well as developing a better understanding of symbols and how they help us better understand our faith.

**ASSESSMENT TASKS & ACTIVITIES**

Your assessment in Year 8 Religious Education will take the form of individual and group tasks which will be outlined to you through the project marking scheme at the start of each project. Tasks will include: Reports, profiles, Prezi presentations, Ignite talks, brochures, websites, awareness campaigns and oral presentations.

There will be an exam in Religious Education at the end of each semester.
YEAR 8 ENGLISH

English in Year 8 is a study of a range of texts such as novels, short stories, graphic novels, poetry, film and media texts. Through and alongside those texts students study topics such as Australian culture, the imagination, Australian History, Indigenous culture, Experiences of war, technology and society. To complement your studies of Literature and Language you will explicitly study Grammar such as parts of speech, sentence construction, and punctuation.

What will I be doing?

- Writing essays
- Creating short stories, blogs, speeches and point of view writing.
- Grammar games, quizzes and online competitions.

The focus of English is on the fundamental skills of reading, writing, listening and speaking. Texts and topics are vehicles for developing skills and strategies that build abilities to read and write increasingly sophisticated texts and ideas. Through their engagement with these texts students develop a sense of themselves, their world and their place within it.

ASSESSMENT TASKS & ACTIVITIES

Creative Writing, Blogs, Speeches, Textual Analysis, Spelling Tests, Grammar Tasks and Tests.

Exams will incorporate short answer questions, comprehension and analysis, and grammar questions and sustained analytical writing.
YEAR 8 MATHEMATICS

The course complies with the Victorian Curriculum organised by three content strands:

NUMBER AND ALGEBRA

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. They identify and describe rational and irrational numbers in context. Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students solve linear equations and graph linear relationships on the Cartesian plane.

MEASUREMENT AND GEOMETRY

Students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites. Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They use tools, including digital technology, to construct congruent shapes.

STATISTICS AND PROBABILITY

Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.

ASSESSMENT TASKS AND ACTIVITIES

- Class work
- Home work
- Topic tests
- Examinations (semester based)
YEAR 8 SCIENCE

In Year 8 students explain how evidence has led to an improved understanding of a scientific idea. In each semester the students will complete two projects.

SEMESTER 1
Avengers Assemble

This project covers the area of Physics and will include the following:
- Investigating different forms of energy and explain how energy transfers and transformations cause change in simple systems.
- Explore Heat, Light and Sound as Energy sources.

Rock ON

This project covers the areas of Earth Sciences and will include the following:
- Looking at the different types of rocks and how they are formed
- Using the properties of the rocks to determine what kind of products can be made from these rocks.
- Determining whether sustainable practices can be used for mining of these rocks.

SEMESTER 2
Magic Science

This project covers the area of Chemistry using Magic potions as the theme and will include the following:
- Looking at the differences between elements and compounds.
- The structure of atoms
- Investigating chemical and physical change.

Which came first the chicken or the egg?

This project covers the area of Biology and will include the following:
- Looking at cells and how they are the building blocks of life.
- Looking at systems that keep organisms alive.

Throughout the year students identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They identify variables to be changed, measured and controlled. They consider accuracy and ethics when planning investigations. Students summarise data from different sources and construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings.

ASSESSMENT TASKS & ACTIVITIES

Tests                    Practical Activities          Posters
Research Tasks           Individual and Group Work    Scientific Reports

At the end of the semester there will be an exam covering all of the material in that semester.
YEAR 8 HUMANITIES

Year 8 Humanities explores a variety of different topics: Medieval Europe and the Black Death, key geographic skills and major urban centres, Australian democracy, the Spanish conquest of the Americas, 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. They will also further develop their ability and drive to be a learner and increase their collaborative skills.

The topic and skills are more complex than those covered in the Year 7 content, however some elements and skills will be familiar to students.

ASSESSMENT TASKS & ACTIVITIES

Assessment is varied across the diverse topics and assessment activities include; a wide range of benchmarks that monitor progress during the product, marks that reflect student ability to effectively collaborate as well as to successfully direct their own learning and culminating event activities. The culminating event or final product are the end of project tasks that are accompanied by some form of presentation.

Year 8 Humanities has end of semester examinations.
YEAR 8 HEALTH & PHYSICAL EDUCATION

Students will be engaged in a variety of movement and physical activity. Topics that may be covered include:

- Minor games
- Athletics
- Fitness Testing
- Ultimate Frisbee
- European Handball
- Fitness activities/circuits
- Table Tennis
- Dance and rhythmic movement
- Lacrosse
- Badminton
- Bat Tennis/Down ball
- Softball
- Cricket
- Basketball

Students will be actively participating in modified drills/games that will help them learn and develop their physical skill. New games, new activities and the development of teamwork, safety and healthy lifestyles is the main focus of this subject.

There will also be opportunities for students to investigate their own and others’ health, safety and wellbeing in the aim of becoming resilient, confident and well-rounded individuals.

Past experiences in physical activity and sport will help students to continue to develop their skill and knowledge on how to live physical active lives.

ASSESSMENT TASKS & ACTIVITIES

Students will be assessed on a variety of practical capabilities and development as well as participate in a Fitness Testing Project that will investigate how to use results to improve sporting/fitness performance. Practical assessments will include Athletics, Invasion Games (Handball/European Handball), Dance and Striking and Fielding (Cricket/Softball)
YEAR 8 HEALTHY LIVING

In Year 8 Healthy Living students will investigate a range of personal, social and community health issues. Students will participate in two major Project Based Learning assignments:

- Adolescent Survival Guide
- Life to the Full

The Adolescent Survival Guide will focus on specific areas of health that can and do have an impact on Australian youth. This project will aim to explore the following areas of adolescent health:

- Risk taking behaviours such as alcohol and drug use
- Puberty and growth
- Relationships and Teamwork
- Decision making

The Life to the full project asks students to put together a service manual in an attempt to maintain the human machine at optimal performance levels well into old age. This project will aim to explore the following areas of health and fitness:

- Community health issues (disease or disorders)
- Diet and Nutrition
- Exercise and wellbeing
- Mental health

ASSESSMENT TASKS & ACTIVITIES

Students will be assessed on both projects which will include benchmark activities, final products, collaboration and presentation skills.
YEAR 8 THE ARTS

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

THE ARTS - DRAMA

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 & ACTIVITIES

Performance, Journal and Research Tasks.

THE ARTS - MEDIA (NDC ONLY)

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 & ACTIVITIES

Research Tasks, Cubist Poster and Short Film Project.

THE ARTS - MUSIC

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, researching music styles and famous musicians.

ASSESSMENT TASKS & ACTIVITIES

Written review and analysis of popular music, Musical Composition and Research Tasks.

THE ARTS - VISUAL ART

In Year 8 students take part in activities that develop knowledge about art and design 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.

Students will also 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 & ACTIVITIES

Drawings and design tasks
YEAR 8 LANGUAGES OTHER THAN ENGLISH

YEAR 8 ITALIAN

Students will be looking at Italian food culture, Festivals and celebrations and Italian Art. Language and grammar is practiced through various listening, speaking, reading, and writing activities. Students also gain awareness of the influence of culture in their own lives.

SEMESTER ONE

- Italian Cuisine
- Italian Festivals and Celebrations

Some tasks include: The following are Benchmarks

- Reading
- Listening
- Writing
- Speaking

You may already be familiar with and will begin to increase your knowledge of:

- Nouns and numbers
- Food and festivals
- Describing words
- Greetings and introductions

SEMESTER TWO

- Italian Renaissance
- Art History

Some tasks may include:

- Researching artists
- Talking about art
- Getting around town
- Vocabulary related to art
- Gallery Activity at NGV

You already may be familiar with:

- Colours
- Body parts
- Nouns and adjectives

ASSESSMENT TASKS & ACTIVITIES

The following skills will be part of the Benchmarks assessed in Semester 1 and 2

Listening – Audio Activities
Writing – Letters & Invitations
Reading – Personal Information
Speaking Dialogue related to Art & Festivals

There will be an examination for Italian in Semester 1 & Semester 2
YEAR 8 JAPANESE

Students will be looking at school life, family and other cultural aspects of Japan. Students will also learn to talk about their family, school life, pastimes and also learn about traditional Japanese Festivals. Language and grammar is practiced through various listening, speaking, reading, and writing activities. Students also gain awareness of the influence of culture in their own lives.

SEMESTER ONE

- The Japanese Imperial family
- Sun Goddess of Japan
- Hiragana activities

Some tasks include:
- Research Project on Sun Goddess of Japan
- Group Folio
- Story Book Writing

You may already be familiar with and will begin to increase your knowledge of:
- Japanese names and numbers
- Japanese festivals
- Hiragana
- Japanese Greetings and introductions

SEMESTER TWO

- Family Pets
- Hobbies and Pastimes
- Japanese food and festivals

Some tasks may include:
- Practicing the Katakana
- Talking about family pets
- Vocabulary of food
- Kanji

You already may be familiar with:
- Answering General questions in Japanese
- Importance of food and festivals

ASSESSMENT TASKS & ACTIVITIES

The following skills will be part of the Benchmarks assessed in Semester 1 and 2

- Listening – Audio recordings
- Reading – Various text types
- Writing – Storybooks
- Speaking – Questions and answers

There will be an exam for languages in Semester 1 & 2
YEAR 8 TECHNOLOGY SOLAR CHALLENGE (SPC)

Students will be required to undertake both practical and theoretical tasks to demonstrate their knowledge of both the product design process and simple electrical systems. Students will use specified materials and components to safely construct a solar car. Students will also be introduced to the global warming/climate change debate. Alternative sustainable energy sources will also be covered.

Topics covered include:

- Safety in the workshop.
- Basic Soldering.
- Basic hand tools.
- Global warming/ climate change.
- Alternative energy sources.
- Product Design process.
- Gear ratios.

In order to satisfy the set requirements of the course you will need to:

- Satisfactorily complete a number of online Onguard safety modules.
- Design and manufacture a small prototype Solar powered vehicle with a given set of components.
- Participate in the Emmanuel College Solar Gran Prix.
- Successfully work within a group.
- Demonstrate safe use of tools, machines and equipment.
- Evaluate your completed production piece.

You will learn about:

- The importance of following the design process in order to construct and evaluate your solar car.
- How to work successfully within a team.
- The importance of following safe work practices and processes when using tools and equipment.

The subject builds upon your knowledge of the Product design process as introduced in Yr. 7 Design and Technology. However entry into the subject does not assume any prior knowledge.

ASSESSMENT TASKS AND ACTIVITIES

Students will need to complete a research assignment, ignite oral presentation and production activities. Assessments will include both group and individual tasks.

Students sit a final test at the end of the semester.
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 from Year 8. Project based learning is based on the Victorian Curriculum with a focus on challenging students to investigate a real world problem connected to the curriculum. Students will be challenged to investigate an authentic problem which will require them to use 21st century learning skills of collaboration, team work, and 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 except English and Mathematics, over the course of the year.

CORE SUBJECTS
<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English</th>
<th>Mathematics</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Health &amp; Physical Education</td>
<td>Healthy Living</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>LOTE</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Japanese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th>Design &amp; Technology (Wood)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Robotics (SPC)</td>
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<td></td>
<td>Food Technology (NDC)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Art &amp; Visual Communication Design</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
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</table>

<table>
<thead>
<tr>
<th>Digital Technologies</th>
<th>2D Digital Animation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2D Game Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Enhancement</th>
<th>Literacy Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numeracy Support</td>
</tr>
<tr>
<td></td>
<td>Advanced Maths</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and PE</th>
<th>Outdoor Education</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sports Performance</td>
</tr>
</tbody>
</table>

* Please note - Numeracy and Literacy Support and Advanced Maths 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:

<table>
<thead>
<tr>
<th>House:</th>
<th>Student Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>Home Group:</td>
</tr>
<tr>
<td>Roll Class:</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Internet Access</td>
</tr>
<tr>
<td></td>
<td>You will need a computer with an internet connection and a printer.</td>
</tr>
<tr>
<td></td>
<td>We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.</td>
</tr>
<tr>
<td>2</td>
<td>Login</td>
</tr>
<tr>
<td></td>
<td>Login to <a href="http://www.webpreferences.com.au">www.webpreferences.com.au</a> using:</td>
</tr>
<tr>
<td></td>
<td>Student Access Code:</td>
</tr>
<tr>
<td></td>
<td>Password:</td>
</tr>
<tr>
<td>3</td>
<td>Home Page</td>
</tr>
<tr>
<td></td>
<td>To view your subject information click &quot;View Subject Details&quot; at the top left of the screen.</td>
</tr>
<tr>
<td></td>
<td>To select/change your preferences, click “Add New Preferences” at the top left of the screen.</td>
</tr>
<tr>
<td>4</td>
<td>Preference Selection</td>
</tr>
<tr>
<td></td>
<td>Select your subjects from the drop down lists, you have 30 minutes to do so.</td>
</tr>
<tr>
<td></td>
<td>Once complete, click “Submit Selected Preferences”.</td>
</tr>
<tr>
<td></td>
<td>Note: You are not finished yet.</td>
</tr>
<tr>
<td>5</td>
<td>Preference Validation</td>
</tr>
<tr>
<td></td>
<td>If you are happy with your preferences click &quot;Submit Valid Preferences&quot; which will open your “Preference Receipt”.</td>
</tr>
<tr>
<td></td>
<td>Or if you would like to make changes to your preferences click “Cancel” and this will take you back to the Preference Selection page.</td>
</tr>
<tr>
<td>6</td>
<td>Preference Receipt</td>
</tr>
<tr>
<td></td>
<td>You can print your “Preference Receipt” by clicking “Open Print View” and clicking “Print Receipt”.</td>
</tr>
<tr>
<td></td>
<td>To continue click “Return to Home Page”. If you want to change your preferences, repeat the process by clicking “Add New Preferences”, otherwise exit by clicking “Logout”. End of steps.</td>
</tr>
</tbody>
</table>
YEAR 9 RELIGIOUS EDUCATION

The Year 9 Religious Education Curriculum program is based on the Religious Education Curriculum Standards Framework – Coming to Know Worship and Love. You will study key topic areas to increase your knowledge and understanding of Christian and specifically Catholic practices and beliefs, undertake activities to reflect on this knowledge and apply what you have learnt to yourself to nurture your own spirituality and assist you in your personal faith journey.

In Year 9 Religious Education each student will study the following units:

**Semester 1**
- The Big Picture
- Literary Forms of the Bible

**Semester 2**
- Key Church Teachings
- Australia Today
- Indigenous & Catholic Spirituality

Through participation in each project in Religious Education you will be introduced to different aspects of the History of the Roman Catholic Faith Tradition, be able to extend your understanding of the Bible as a faith document that has value for recalling the stories of the past and guiding people of faith today. You will also see how belief is expressed and lived out and come to an understanding and appreciation of how Catholics share many similar beliefs and a similar spirituality to Indigenous Australians.

To achieve this learning you will complete activities like:

- Research into symbol, history and culture, both Catholic and Indigenous
- An excursion to places of faith
- Art and Architecture appreciation
- Scripture reflections
- Exploration of religious symbols
- Reporting on and understanding how we are called to live our life according to our religion and beliefs.
- Creating digital campaigns to share your knowledge
- You will also use PowerPoint, Prezi, Ignite, Google maps and other multimedia formats to research and present your findings.

In Semester One you will delve into the history of the Catholic Tradition so see how the faith and beliefs have been shared and maintained over time. You will also explore how the faith story has been communicated to many audiences to pass on important messages and how it still does this today. Through this you will learn about:

- The Period of time known as the Age of the Faith
- The role of Art and Architecture to pass on faith
- Different types of writing that is contained in the Bible and how it needs to be understood to convey its intended message.

In Semester Two you will build on your understanding of the key beliefs of all Catholics, the development of the Catholic Church in Australia and the connection between our faith and the Indigenous faith. Though this you will learn about:

- The Nicene Creed and its origins
- How to understand the application of the belief statements from the creed to our lives
- The role of the Church in Australia
- Aboriginal spirituality and ceremonies
- The stolen Generation and the consequences of this event as they relate to Catholic values and beliefs
- How the spirituality of Aboriginals shares similar elements and values to the Catholic Faith
Your earlier learning in Religious Education will have set you up to be able to approach the topics covered in year 9 due to the fact that you will build on areas you have covered in previous years. You understanding of the start of the Church will help you understand the church in Australia. Your understanding of symbols and rituals will help you to see the symbolism in the Indigenous ceremonies you explore and your past exploration of Catholic morals and decision making will in year nine be developed further to apply to issues of injustice where reconciliation needs to be understood and lived out.

**ASSESSMENT TASKS & ACTIVITIES**

Your assessment in Year 9 Religious Education will take the form of individual and group tasks which will be outlined to you through the project marking scheme at the start of each project. Tasks will include: Reports, profiles, Ignite talks, brochures, websites, awareness campaigns and oral presentations.

There will be an exam in Religious Education at the end of each semester.
YEAR 9 ENGLISH

English in Year 9 is a study of a range of texts such as novels, short stories, graphic novels, poetry, film and media texts. Through and alongside those texts students study topics such as Advertising and the Media, The Imagination, Creative self-expression, The Individual and Society, and Family. You will explicitly study Grammar and Language such as parts of speech, sentence construction, and punctuation.

What will I be doing?

- Creating Short stories and poetry
- Watching and studying films, speeches and point of view writing.
- Grammar games, quizzes and online competitions.

The focus of English is on the fundamental skills of reading, writing, listening and speaking. Texts and topics are vehicles for developing skills and strategies that build abilities to read and write increasingly sophisticated texts and ideas. Through their engagement with these texts students develop a sense of themselves, their world and their place within it.

ASSESSMENT TASKS & ACTIVITIES

Speeches, Analytical Essays, Poetry Folios, Grammar Tests.

Exams will incorporate short answer questions, comprehension and analysis, and grammar questions and sustained analytical writing.
YEAR 9 HUMANITIES

Year 9 Humanities explores a variety of different topics: the making of Australia from 1788 to 1914, the Industrial Revolutions and its ongoing impacts, World War I and its significance over a hundred years later and students investigate the relationships between poverty and geography ultimately answering 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.

The topic and skills are more complex than those covered in the year 8 content, however elements and skills will be familiar to students.

ASSESSMENT TASKS & ACTIVITIES

Assessment activities include; a variety of benchmarks that monitor progress during the product, marks that reflect student ability to effectively collaborate as well as to successfully direct their own learning and culminating event activities. The culminating event or final product are the end of project tasks that are accompanied by a form of presentation.

Year 8 Humanities has end of semester examinations.
YEAR 9 MATHEMATICS

The course complies with the Victorian Curriculum organised by three content strands:

**NUMBER AND ALGEBRA**
Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. They solve problems involving simple interest. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology. Students sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.

**MEASUREMENT AND GEOMETRY**
Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras’s theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

**STATISTICS AND PROBABILITY**
Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

**NOTE:** It is a requirement to have either a scientific calculator or TI-nspire (CAS) calculator.

**ASSESSMENT TASKS AND ACTIVITIES**

- Class work
- Home work
- Topic tests
- Examinations (semester based)
YEAR 9 SCIENCE

In Year 9, students consider the operation of systems at a range of scales. In each semester the student will complete two projects.

SEMESTER 1

**Back from the Brink of Extinction:**
This project covers the areas of Environmental Science and Earth Sciences and will include the following:
- Looking at plate tectonics and the movement of these plates
- Learning about natural ecosystems and human impact on these ecosystems.
- Linking ecosystems to changes due to plate movement.

**Everybody Needs Somebody**
This project covers the area of Biology and will include the following:
- Looking at the structure and function of the Nervous system and Endocrine System
- Exploring medical conditions in these areas.

SEMESTER 2

**Sparky and True North**
This project covers the areas of Physics in electronics and will include the following:
- Using the concepts of voltage and current to explain the operation of electric circuits.
- Using a field model to explain interactions between magnets.

**Everyday Medical Chemical Reactions**
This project covers the area of Chemistry and will include the following:
- Summarising chemical reactions, including neutralisation and combustion.
- Explaining natural radioactivity in terms of atoms and energy change.
- Explaining how different factors influence the rate of reactions.

Throughout the entire year of Science, students will develop questions and hypotheses that can be investigated using a range of inquiry skills. They will analyse trends in data, explain relationships between variables and identify sources of uncertainty. They will also construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.

ASSESSMENT TASKS & ACTIVITIES

<table>
<thead>
<tr>
<th>Tests</th>
<th>Practical Activities</th>
<th>Posters</th>
<th>Scientific Reports</th>
<th>Research Tasks</th>
<th>Individual and Group Work</th>
</tr>
</thead>
</table>

At the end of the semester there will be an exam covering all of the material in that semester.
YEAR 9 HEALTH AND PHYSICAL EDUCATION

Students will be engaged in a variety of movement and physical activity. Topics that may be covered include:

- Fitness Testing
- Tchoukball
- Basketball/Netball
- Touch Rugby
- Hockey
- Lacrosse
- Futsal
- Badminton
- Volleyball
- Frisbee Golf
- Lawn Bowls
- Bocce

Students will be actively participating in modified drills/games that will help them learn and develop their physical skill. New games, new activities and the development of teamwork, safety and healthy lifestyles is the main focus of this subject.

There will also be opportunities for students to investigate their own and others’ health, safety and wellbeing in the aim of becoming resilient, confident and well-rounded individuals.

Past experiences in physical activity and sport will help students to continue to develop their skill and knowledge on how to live physically active lives.

ASSESSMENT TASKS & ACTIVITIES

Students will be assessed on a variety of practical capabilities and development as well as participate in a Create a game assignment and SEPEP project.
YEARS 9 HEALTHY LIVING

In Year 9 Healthy Living students will investigate a range of personal, social and community health issues. Students will participate in 4 major Project Based Learning assignments:

- Personal Identity
- Mental Health
- Risk Taking
- Step, back, think or Rock and Water

The Personal Identity project will focus on investigating what influences there are in our lives and why we have the interests, values and beliefs that we have. This project will aim to explore the following areas:

- Personal family trees
- Relationships
- Values, Beliefs and interests

The Mental Health project explores the mental health disorders that are common in today’s society. Guest speakers, interactive activities, discussion and meditation will be incorporated in this project. Students will have opportunities to create an advertisement campaign aimed at promoting awareness of mental health and the support services that sufferers can access to gain help.

The Risk Taking project will specifically focus on adolescent alcohol consumption, its consequences and health risks associated with it. Guest speakers and various role playing activities will be used to engage students in the topic.

The Step, back, think project is specifically for NDC students. This project will focus on four areas:

- Cyberbullying/bullying
- Conflict resolution/resilience
- Communication skills/body language
- Body Image/self esteem

Students will be required to design a mini lesson that could be presented to primary aged students on their topic so that they can learn how to act appropriately, develop resilience and communicate effectively.

ROCK & WATER PROGRAM (SPC)

The Rock and Water program is for students at the St Paul’s Campus. This program is designed to engage students in practical activities and reflection tasks with the focus of developing student’s self-awareness, self-esteem, resilience, self-reflection, communication skills and self-confidence. Practical activities will include self-defence and scenario based activities aimed at working through situations in a well-adjusted, respectful and assertive manner.

ASSESSMENT TASKS & ACTIVITIES

Students will be assessed on projects which will include benchmark activities, final products, quizzes, collaboration, presentation skills and in some cases practical participation/skill.
YEAR 9 ELECTIVE SUBJECTS

YEAR 9 THE ARTS

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 abstract and concrete 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.

THE ARTS - ART

In Year 9 students explore the Renaissance period, specifically the work of Da Vinci, Botticelli and Michelangelo. Students explore still life and the human figure through drawing, using a range of techniques and mediums.

ASSESSMENT TASKS & ACTIVITIES

Students produce a final artwork selecting to create either a painting on canvas or a ceramic bust.

THE ARTS - 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 & ACTIVITIES

Performances Research Tasks Journal Examinations
THE ARTS - 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 & ACTIVITIES

Compositions Research Tasks Performances Examination

THE ARTS - VISUAL COMMUNICATION DESIGN

In Year 9 Visual Communication Design students use the design process to create a product. They work from a design brief, conduct research, generate and develop ideas and produce final presentations, which include design drawings and a model.

ASSESSMENT TASKS & ACTIVITIES

Drawings and design tasks.
YEAR 9 DIGITAL TECHNOLOGIES

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.

SEMESTER ONE
2D DIGITAL ANIMATIONS

Animation is the rapid display of 2D images positioned in order to create an illusion of movement. 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
- Acquire knowledge and understanding of digital systems and to transform data into digital solutions through the application of computational, design and systems thinking.

SEMESTER TWO
2D GAME DEVELOPMENT

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
- Acquire knowledge and understanding of digital systems and to transform data into digital solutions through the application of computational, design and systems thinking.

ASSESSMENT TASKS & ACTIVITIES

<table>
<thead>
<tr>
<th>Brochure on an early animation device</th>
<th>Simple Flash Animation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flash Animation responding to a theme</td>
<td>Digital Portfolio</td>
</tr>
<tr>
<td>Simple &amp; Advanced Game using Game Maker</td>
<td>Semester Exams</td>
</tr>
<tr>
<td>Infographic on evolution of computer games, genres and game advertisement.</td>
<td></td>
</tr>
</tbody>
</table>
YEAR 9 HEALTH AND PHYSICAL EDUCATION ELECTIVE

The Year 9 Health and Physical Education elective investigate two key areas of Physical Education.

SEMESTER ONE
Sports performance which focuses on the following areas:

- Human Body systems (skeleton, muscles, heart, lungs)
- Weight Training and Fitness
- Sports analysis and skill development
- Coaching

SEMESTER TWO
Outdoor Education focus, looking at the following areas:

- First aid
- Planning meals for the outdoors
- Cooking in the outdoors
- Setting up campsites
- Backpacking/hiking
- Orienteering (map and compass activities)
- Safety in the outdoors

This subject will culminate in a 3-day outdoor ed camp where students may participate in the following activities:

- Hiking
- Mountain bike riding
- Caving
- Abseiling and rock climbing
- Kayaking
- Water sledding
- Camp cooking
- Camp games and activities

ASSESSMENT TASKS & ACTIVITIES

Students will be assessed on a variety of topics using a range of assessment methods. Tests, quizzes, projects, participation and exams will be used.

There will be an examination at the completion of each Semester.
YEAR 9 LANGUAGES - ITALIAN
You will learn about Ancient and Modern Rome, and Made in Italy. Some topics will be familiar and provide opportunities for investigation of issues, drawing on skills and knowledge you may already be familiar with from your other subjects. You will demonstrate your language and cultural understanding by putting your skills and knowledge to use.

SEMESTER ONE
- Roma Antica
- Roma Moderna

Some tasks include:
- Comparing Melbourne landmarks to Rome
- Language Perfect Activities
- ICT and Videos related to Rome

You may already be familiar with and will begin to increase your knowledge of:
- Landmarks
- Melbourne influenced by Italy

SEMESTER TWO
- Quando Ero Piccolo
- Made in Italy

Some tasks may include:
- ICT tools for language learning
- Diary writing
- Group interviews
- Language based worksheets
- Language Perfect tasks

You already may be familiar with:
- Geography of Italy
- Famous Brands
- Food and traditions
- Sentence patterns

ASSESSMENT TASKS & ACTIVITIES

The following skills will be part of the Benchmarks assessed in Semester 1 and 2
Listening – Audio recordings
Writing – Reading – Various texts

There will be an examination for languages in Semester 1 and 2.
YEAR 9 LANGUAGES – JAPANESE

You will learn about life in Japan, focusing on family, housing, daily routine and work, the Japanese You will also learn about Japanese leisure activities, whether it is eating out, watching a baseball game or playing arcade games. Most topics will be familiar and provide opportunities for investigation of issues, drawing on skills and knowledge you may already be familiar with from your other subjects. You will demonstrate your language and cultural understanding by putting your skills and knowledge to use.

SEMESTER ONE

- Daily routines in Japanese
- Family interests and pastimes
- Kanji

Some tasks include:
- Learning Kanji and sentence patterns
- Language based on daily routines
- An ICT based diary format in Japanese

You may already be familiar with and will begin to increase your knowledge of:
- Hiragana characters
- Vocabulary related to Family
- Katakana
- Vocabulary related to hobbies

SEMESTER TWO

- Organising a family holiday itinerary
- Travel and Budgeting for holidays

Some tasks may include:
- ICT tools for language learning
- Diary writing
- Group interviews
- Language based worksheets
- Language Perfect tasks

You already may be familiar with:
- Geography of Japan
- Food
- Festivals
- Vocabulary related to family
- Some Kanji and Sentence patterns

ASSESSMENT TASKS & ACTIVITIES

The following skills will be part of the Benchmarks assessed in Semester 1 and 2

Listening – Audio recordings
Writing-Storybooks
Reading – Various text types from Obento and other sources
Speaking – Questions and answers/interviews.

There will be an examination for languages in Semester 1 and 2.
YEAR 9 TECHNOLOGY - ROBOTICS (SPC)

This subject is designed to provide students with the chance to explore, investigate, research, 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 Lego Mindstorm/EV3 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.

Topics covered include:

- Introduction to LEGO MINDSTORM/EV3 NXT
- What is a Robot?
- Uses of robots in society
- Sensors
- Gears
- Programming robots
- Emerging Technologies
- Bio mimicry
- Exoskeletons/drones

In order to satisfy the set requirements of the course you will:

- Complete a range of LEGO MINDSTORM/EV3 NXT (1-39) tutorials
- Work successfully within a group to design, research, program, develop and evaluate a robot as it attempts to achieve a planned outcome

You will learn about:

- How to creatively program and build a project to address a design problem
- Emerging technologies and the impact of robots in society
- How to work successfully within a team

The subject builds upon your knowledge of the Product design process as introduced in Yr. 7 Design and Technology. However entry into the subject does not assume any prior knowledge.

ASSESSMENT TASKS & ACTIVITIES

Students will need to complete a range of research assignments and production activities. Students sit an exam at the end of each semester.
YEAR 9 TECHNOLOGY - FOOD TECHNOLOGY – (NDC)

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 design products. Through the design process students will develop skills in investigating, designing, producing, analyzing and evaluating, which are essential for future studies in Food Technology.

Topics covered include:

- Safety and hygiene in the kitchen.
- Introduction to basic kitchen tools and equipment.
- Introduction to the design process.
- Asian cookery.
- Bread from around the world.
- Sensory analysis of food.
- Recipe writing and modification.

In order to satisfy the set requirements of the course you will need to:

- Satisfactorily complete a number of online OnGuard safety modules.
- Produce a video on Kitchen Safety and Hygiene.
- Demonstrate how to safely and accurately use the oven, grill and cook top.
- Successfully produce a Designer muffin and participate in the Muffin Showcase.
- Analyse and Evaluate food.
- Write a restaurant review.
- Complete a range of classroom theory exercises.
- Produce a range of dough based dishes.
- Successfully participate in the Tear and Share design task.

You will learn about:

- The importance of following the design process in order to create a range of food types.
- The importance of selecting the appropriate ingredients, equipment and processes when developing designer dishes.

ASSESSMENT TASKS & ACTIVITIES

Students complete a range of benchmarks and are also assessed on their production activities. Students sit an exam at the end of each semester.
YEAR 9 TECHNOLOGY - DESIGN & TECHNOLOGY

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 design 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 upon and assess their final production piece.

Topics covered include:

- Safety in the workshop.
- Introduction to the Design Process.
- Introduction to the elements & principles of design.
- Introduction to the Product Design Process.
- Introduction to a range of wood joining techniques.
- Introduction to CAD drawing tools including the possible use of a laser cutter.
- Introduction to a limited range of power tools and equipment.
- Introduction to mechanisms & movement.
- Introduction to different bridge types. (SPC only)
- Construction of a wood based production piece.
- Sustainability.

In order to satisfy the set requirements of the course you will:

- Need to satisfactorily complete a number of online Onguard safety modules.
- Construct a range of wood joining techniques.
- Develop a design folio based upon a given scenario.
- Construct a functional and creative production piece.
- Demonstrate safe use of tools, machines and equipment.
- Evaluate your completed production piece.

Students will primarily construct any two of the following projects:

- A bridge.
- A Mechanical pull toy.
- A habitat box for an animal/bird of their choice.

You will learn about:

- The importance of following the design process in order to construct your production piece.
- The different processes involved in using tools, equipment and machinery in order to manage risk and promote efficiency.

The subject builds upon your knowledge of the Product design process as introduced in Yr. 7 Design and Technology. However entry into the subject does not assume any prior knowledge.

ASSESSMENT TASKS & ACTIVITIES

Students will be assessed on their performance on a range of Benchmarks and two production activities. Students complete a final exam at the end of each semester.
LEARNING ENHANCEMENT

YEAR 9 ADVANCED MATHEMATICS – INVITATION ONLY

The course runs alongside the general Victorian Curriculum course at Year 9. It enriches student learning by allowing for investigation and further challenge.

The course provides the students with an opportunity to use their skills to explore maths and to see how maths is used in real life. Students participate in a number of externally run competitions, both as individuals and as teams, allowing them to improve their skills in collaboration and team work. In addition to this, students will study the following:

NUMBER AND ALGEBRA
Students will apply the four operations to simple algebraic fractions with numerical and algebraic denominators. They will solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology. They will define rational and irrational numbers and perform operations with surds. They will explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate.

MEASUREMENT AND GEOMETRY
Students will solve right-angled triangle problems including those involving direction, bearings and angles of elevation and depression. They will apply this understanding to solve three-dimensional problems.

STATISTICS AND PROBABILITY
Students will analyse data using statistical methods such as box plots and determine quartiles and interquartile range. They will use these statistical methods to compare data sets.

NOTE: It is a requirement to have either a scientific calculator or TI-nspire (CAS) calculator.

ASSESSMENT TASKS AND ACTIVITIES

- Class work
- Home work
- Problem solving tasks and Investigations.
- Topic tests
- Examinations (semester based)