



LIFE TO THE FULL

**Emmanuel
College**

YEARS 7-9 2020

COURSE GUIDE

Pursuing personal best ★

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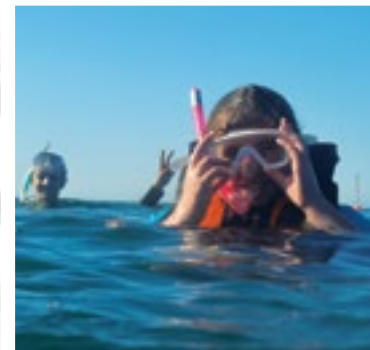
INTRODUCTION

The learning and teaching program at Emmanuel endeavours to establish foundational knowledge in literacy and numeracy, while building critical personal, social and presentational skills. We recognise the need to know our students as young people and learners and the courses reflect the learning needs at each phase of secondary schooling.

The Emmanuel College Years 7-9 Course Guide provides an overview of the learning and teaching program at the college. It offers succinct explanations of subject offerings as well as all of the information needed to make informed elective choices.

This Course Guide includes:

- Information on our co-curricular Life to the Full program;
- An overview of Core Subjects studied throughout Years 7-9;
- Information on Year 9 Electives;
- Information on the Learning Enhancement Program



CONTENTS



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 an interconnected world. They will be responsible citizens 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-curricular program - including interschool sporting competitions, DAV debating, School Musical, 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 2020 in supporting the growth and learning of the young people whom we serve.

Christopher Stock
Principal

OUR MISSION

Our values are underpinned by our commitment to bear witness to the following shared values as modelled by Jesus Christ and exemplified in the life of Blessed William Chaminade:

- Justice
- Commitment and Endeavour
- Respect
- Honouring Diversity
- Responsibility
- Honesty
- Compassion

The essence of the College is learning and teaching, with faith education as a primary focus.

The learning and teaching program, operating within the context of a learning community, provides a curriculum that is challenging, ever-changing and suited to the needs of each learner using appropriate technology and engaging methodologies informed by good pedagogy.

The curriculum seeks to develop a love of learning and enhance the capacity for lifelong learning, with an appropriate connection to work and industry.

The College's resources and facilities are upgraded and maintained so as to enhance learning and teaching.

The pastoral care structure values and nurtures the uniqueness of each individual within our community.

The discipline structures are designed to support student growth in self-discipline and personal development as mature citizens of their family and the broader community.





LEARNING & TEACHING AT EMMANUEL COLLEGE

At Emmanuel College we are committed to student-centred, personalised learning through the Marianist tradition. Our learning environments foster growth for all students, regardless of their individual characteristics, with a focus on their faith, emotional, social and academic capacities.

As a College, our pedagogy is informed by the characteristics of Project Based Learning. Project Based Learning is a student-centred pedagogy that requires students to be active participants in their own learning.

- It is organised around an open-ended driving question or challenge
- It is rigorous. It is intended to teach significant content
- It requires research and inquiry to learn
- It develops students 'enterprise skills': critical thinking, problem solving, collaboration, written and oral communication, creativity, digital literacy
- It allows some degree of student voice and choice
- It incorporates feedback and reflection
- It results in a publicly presented product or performance

A project, in Project Based Learning, is different from a traditional unit of work. The work students do is all connected to the project. The project launch allows students, in groups, to grapple with a real world problem. Within the project benchmarks provide formative feedback to teachers and help hold students accountable.

Teachers actively intervene throughout the project based on the learning needs of the students. They run targeted workshops, conduct quizzes, provide feedback, facilitate discussions, model good work and structure students' research. All the work that is done then feeds into the culminating event or final product. Opportunities for students to reflect are embedded in all stages of the project.

Our personalised approach is further evident within our Year 7-9 Mathematics classrooms through the use of the Maths Pathway model. Maths Pathway, an online program, focuses on student growth in learning that targets students at their point-of-need. Through diagnostic testing, the program determines which modules are available to the students and their path. The student works through each module at their own pace and advances according to their strengths and growth in learning. This learning is facilitated by the teacher who provides specific teaching or workshops on specific skills and knowledge for small groups and individuals. Building on their project based learning skills, students will also work on rich tasks (problem solving activities) that require them to apply what they have learnt to a real-world maths problem. Following each test, students meet with their teacher to review their results and to work together to establish strategies to improve where they may have experienced a challenge.

Within all their classes, the young women and men of Emmanuel College are encouraged to achieve their personal best through a proactive and positive approach to their academic endeavours. The skills developed through their work in Years 7 through to 10 serve to provide skills that will enable them to achieve success within VCE and VCAL programs.

We take great pride in the efforts of all our students and continue to celebrate the growth each of them makes throughout their time at Emmanuel College.



Rose Connolly
Deputy Principal – Learning and Teaching



Living life to the full - Co-Curricular

The schools' Life to the Full philosophy encourages students to engage as citizens of the broader college community. Through the variety of co-curricular activities on offer, students can find their niche, be part of teams, clubs, or groups, showcase their talents, or represent the college.

Debating and Public Speaking

Debating and Public Speaking are encouraged, nurtured and developed at Emmanuel College. It promotes intellectual thought and argument, gives confidence and presentation skills and is an essential part of education in the new century.

Students can 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.

Many of our students, through the confidence gained in debating, compete in other public speaking competitions such as The Plain English Speaking Competition, or WYNSPEAK.

Music at Emmanuel College

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

Showcasing Talent

Students at both campuses have the opportunity to participate in the College Musical and Drama programs and may elect to participate in the individual instrumental music program. In addition, the College offers the following opportunities for students to showcase their talents:

- Talent Quests
- Showcase Evening
- School Musical



Living life to the full - Co-Curricular

Music

The Music Program provides exciting opportunities for music aficionados and novices alike. Students are invited to take part in Choir, String Ensemble and Concert Band, as well as a variety of other collaborative performance occasions.

Pupils interested in instrumental tuition can develop their skills with the support of industry professionals and with the option of borrowing an instrument from the school.

Lessons are available for: violin, viola, cello, flute, clarinet, oboe, trumpet, trombone, tuba, french horn, alto/tenor saxophone, piano, drums, guitar, bass and vocals.

Sporting

Associated Catholic Colleges (ACC)

Our association with the ACC provides access to a wide range of sporting competitions for boys at the St Paul's Campus, fostering school spirit and an enjoyment of sporting competitions.

The sporting program consists of weekly interschool competitions for each year level. There are three major carnivals (athletics, swimming and cross country) at which our boys are well represented. One day golf tournaments and rally days at the junior years are also popular.

The activities program includes chess, debating, public speaking, music and leadership workshops, concerts and art & technology exhibitions.

Sporting Association Of Catholic Co-Educational Secondary Schools (SACCSS)

Our association with the SACCSS provides access to a wide range of sporting competitions for students at the Notre Dame Campus, fostering school spirit and an enjoyment of sporting competitions.

Students are able to compete in SACCSS competitions in team events including basketball, cricket, football, futsal, golf, netball, soccer, tennis and volleyball.

There are three major carnivals (athletics, swimming and cross country) at which our students are well represented.

Our students participate in Premier League in a weekly fixtured competition, with finals determining the premierships winners.

Clubs and Groups

Homework Club

The Homework Club provides an after-school haven for students to study and complete work. With the assistance from our dedicated staff, senior students and alumni, Homework Club offers support to students outside their regular class time.

Social Justice Group

The College has a vibrant student-led social justice group at each campus. The groups are focused on providing support to those most in need, as well as providing volunteer opportunities for those who wish to participate. Led by our student Social Justice and Liturgy Captains, the College is always striving to make a difference in supporting the most vulnerable in our communities.

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. As well as these formal competitions, there are a number of social chess events including the inter-campus Chess Competition.

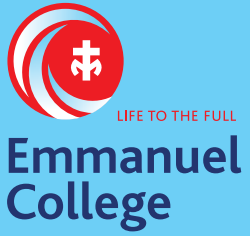
COURSE OVERVIEWS

Year Level	Core Subjects	
	Year Long	Semester Long
Year 7	Religious Education English Maths Science Humanities HPE Life to the Full	Digital Technology Music Visual Art Italian Japanese
Year 8	Religious Education English Maths Science Humanities HPE Healthy Living Italian or Japanese	Drama Music Visual Art Robotics (SPC) Food Studies (NDC)
Year 9	Religious Education English Maths Science Humanities HPE Healthy Living	

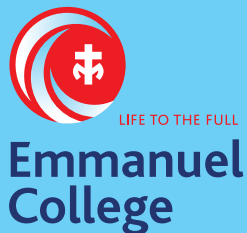


Elective Options	
YEAR 9 STUDENTS STUDY 3 YEAR LONG ELECTIVES	
The Arts	Drama Music Visual Communication
Languages	Italian Japanese
Technology	Design & Technology (Wood) Robotics (SPC) Food Studies (NDC) 2D Digital Animation 2D Game Development
Health and PE	Outdoor Education Sports Performance
Learning Enhancement*	Literacy Support Numeracy Support Advanced Maths – application process applies

* Please note - Numeracy and Literacy Support and Advanced Maths are available only to students who are invited to participate.



LEARNING DOMAINS



Pursuing personal best ★

LIFE TO THE FULL

LIFE TO THE FULL

YR7

CORE

YEAR LONG

In today's society your daughter or son needs skills that help them make sense of the world, its complexities and their place in it. As they grow up, they will need to navigate relationships, world events and an ever increasing development of technology. At Emmanuel College the "Life to the Full" programme offers each student the time to reflect and discuss issues pertinent to young people.

As parents you want your daughter or son to develop into a compassionate, creative and empathetic human being. Such growth does not just occur it needs to be nurtured. The "Life to the Full" programme develops a student's emotional literacy and their ability to sustain themselves with resilience when confronted with life's issues. The programme also encourages students to recognise that each person has qualities that are special, as well as their own unique challenges.

"Life to the Full" celebrates the person who is your son or daughter. The programme focusses on mindfulness, gratitude and empathy. These values are not 'taught' but rather practised as situations and opportunities are provided for students to think about, discuss and collaborate on problem solving to grow their understanding and to be more resilient human beings.





RELIGIOUS EDUCATION

OVERVIEW

The Year 7-9 Religious Education Curriculum Program at Emmanuel College is based on the Religious Education Curriculum Standards Framework – Coming to Know, Worship and Love.

Students will study key topic areas to increase their knowledge and understanding of Christian and specifically Catholic practices and beliefs, undertake activities to reflect on this knowledge and apply their learning to their personal faith journey, engendering and nurturing spirituality.

7-9 Areas of Study

- Knowledge and Understanding – seeking truth
- Reasoning and Responding – making meaning
- Personal and Communal Engagement – living story

7-9 Assessment Tasks

- Individual and Group Work
- Reports, Profiles, Brochures
- Presentations

RELIGIOUS EDUCATION

YR7

CORE

YEAR LONG

Students will study the Catholic Tradition and its elements by comparing and contrasting their understanding with others. Students will interpret their life in dialogue with the Catholic Tradition and the cultural context by making sense of how religious beliefs illuminate human experience and issues. Students will reflect on experiences that provoke spiritual and religious insights by demonstrating openness to ambiguity, beauty and mystery, to integrate new insights by highlighting the complexity of the significant issues and proposing a personal stance.

Areas of Study

- Communities
- The Power of Prayers
- The Stories of Our Faith
- God, Good and Bad

Assessment Tasks

- Personal Reflective Writing
- Individual Work and Group Collaborations
- Presentations



RELIGIOUS EDUCATION

YR8

CORE

YEAR LONG

Students will study the Catholic Tradition and its elements by presenting a well-developed, evidence-based argument to support their reasoning. Students will interpret their life in dialogue with the Catholic Tradition and the cultural context by critically analysing the complexity and significance of a variety of perspectives on issues. Students will reflect on experiences that provoke spiritual and religious insights by considering what has shaped their religious views, ethical and spiritual lives. They will integrate new insights by evaluating possible responses to demanding local and global issues.

Areas of Study

- The Jesus Project
- Initiation into the Sacred Mysteries
- Death and Resurrection
- Participating in the life of the Church
- Ways of Being Catholic
- Living the Christian

Assessment Tasks

- Individual and Group Tasks
- Group Collaborations and Investigations
- Presentations

YR9

CORE

YEAR LONG

Students will study the Catholic Tradition and its elements by presenting a well-developed, evidence-based argument to support their reasoning. Students will interpret their life in dialogue with the Catholic Tradition and the cultural context by critically analysing the complexity and significance of a variety of perspectives on issues. Students will reflect on experiences that provoke spiritual and religious insights by challenging their assumptions about life, the sacred and religion. They will integrate new insights by revealing connections and disconnections between their personal stance and possible responses to cultural, historical and political issues.

Areas of Study

- The Big Picture
- Key Church Teachings
- Literary Forms of the Bible
- Australia Today
- Indigenous & Catholic Spirituality

Assessment Tasks

- Individual and Group Tasks
- Extended Responses
- Presentations





ENGLISH

OVERVIEW

English teaches students to understand and analyse the world around them. Through increasingly complex texts and tasks students explore ideas, issues and concerns. They become aware of the many purposes of language and how it can be used to persuade, inform, illuminate.

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.

7-9 Areas of Study

- Language
- Literature
- Literacy
- Reading
- Writing
- Speaking and Listening

7-9 Assessment Tasks

- Text Response
- Persuasive Pieces
- Creative Responses
- Oral Presentations



ENGLISH

YR7

CORE

YEAR LONG

Year 7 English concentrates on establishing the skills required for success. Topics include Biography and Autobiography, Text Study, Myths and Legends and the study of news and newspapers. Texts are chosen to allow students to learn the basics of character, theme, setting and plot. Grammar, spelling and wider reading are vital components of the daily study of English.

Areas of Study

- Biography and Autobiography
- Text Study
- Myths and Legends
- Newspapers

Assessment Tasks

- Creative Response
- Oral Presentation
- Autobiography
- Point of View Writing
- Creating a Newspaper

YR8

CORE

YEAR LONG

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 and Technology and Society. To complement this students explicitly study Grammar such as parts of speech, sentence construction and punctuation.

Areas of Study

- Graphic Storytelling
- Historical Melbourne
- The World through Film
- Science Fiction Writing

Assessment Tasks

- Text Response Essay
- Creative Response/Short Story
- Self-reflection on Writing
- Oral Presentation

YR9

CORE

YEAR LONG

At Year 9 students study of a range of texts that raise and explore increasingly sophisticated ideas and issues. Students study Grammar and Language such as parts of speech, sentence construction and punctuation. Texts and topics are vehicles for developing skills and strategies and they refine the fundamental skills of reading, writing, listening and speaking.

Areas of Study

- Advertising and the Media
- The Imagination
- Creative Self-expression
- The Individual and Society
- Family

Assessment Tasks

- Comparative Writing
- Text Response Essay
- Creative Response/Short Story
- Self-reflection on Writing
- Oral Presentations



THE ARTS

DRAMA OVERVIEW

Drama is the expression and exploration through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Students learn to think, move, speak and act with confidence through role and dramatic action, they explore, imagine and take risks to communicate ideas, experiences and stories.

8-9 Areas of Study

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

8-9 Assessment Tasks

- Performance
- History
- Drama Analysis
- Script Writing

DRAMA

YR8

CORE

SEMESTER LONG

In Year 8 Drama students learn the art of communication and characterisation through Melodrama and Improvisation. 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 including Melodrama. Students learn about the areas of production and stagecraft. These performance skills culminate in a performance of a show on stage.

Areas of Study

- Melodrama
- Theatre Sports

Assessment Tasks

- Circus Skills Performance
- Puppet Creation
- Puppet Performance
- Script Writing
- History of Puppetry and Circus



MUSIC OVERVIEW

In Years 7-9, students make and respond to music independently and collaboratively, using a wide variety of musical instruments and technological tools. Students actively compose, manipulating rhythm, pitch, dynamics and expression, form and structure, and timbre and texture to achieve expressive outcomes or realise specific intentions when composing and performing. They sing, play, create, notate and perform music in a range of styles, focusing on technical accuracy, use of expression and maintaining an independent part against contrasting parts. They develop understanding of how musicians communicate in ensembles and perform to audiences in a variety of settings and learn specific skills associated with these practices. They explore ways technologies are used in music performance, composition and distribution.

7-9 Areas of Study

Victorian Curriculum Standards

The Arts:

- Music

Capabilities:

- Critical and Creative Thinking
- Ethical Capability
- Personal and Social Capability

INSTRUMENTAL MUSIC & PERFORMANCE

YR7

CORE

SEMESTER LONG

Students focus on learning the fundamentals of music performance on a high-quality musical instrument with choices encompassing orchestral strings, brass, woodwind and percussion. Each class prepares a performance for an evening concert encompassing both playing and singing. Music presented includes student compositions developed during the semester course.

Areas of Study

- Musical Instrument Research
- Composing and Performing
- Performance Skill Development

Assessment Tasks

- "Instrumental Music and Performance" Project Score



CONTEMPORARY PERFORMANCE & COMPOSITION

YR8

CORE

SEMESTER LONG

Students learn contemporary music performance skills, consolidate essential music theory and play music from different eras by engaging in the Skool of Rock project. Music composition and creating music for specific purpose and audience is explored in the Conquest of Game Wars learning project, culminating in a collaborative portfolio presentation of compositions.

Areas of Study

- Theory Knowledge
- Instrument Skill Development
- Composition
- Performance/Presentation

Assessment Tasks

- "Skool of Rock" Project Score
- "Conquest of Game Wars" Project Score

VISUAL ART OVERVIEW

At Years 7 and 8, students explore a wide range of art and design elements and principles. They analyse the work of others and critically evaluate their own work in a visual diary. Students explore a wide range of materials, mediums and techniques in the creation of their final artworks. Students also study and apply the conventions of displaying their work to an audience.

7-9 Areas of Study

- Exploring and Responding
- Creating and Making

7-9 Assessment Tasks

- Exploration Folio
- Final Artwork
- Art / Design Analysis

YR7

CORE

SEMESTER LONG

Students explore the elements of art through the development and creation of a range of artworks. They explore a range of styles, materials and techniques including clay, printmaking and painting. Students explore a range of artists from different cultures and periods which inform their ideas.

Areas of Study

- Exploring and Responding.
- Creating and Making

Assessment Tasks

- Folio
- Final Artworks
- Artwork Analysis





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VISUAL ART

YR8

CORE

SEMESTER LONG

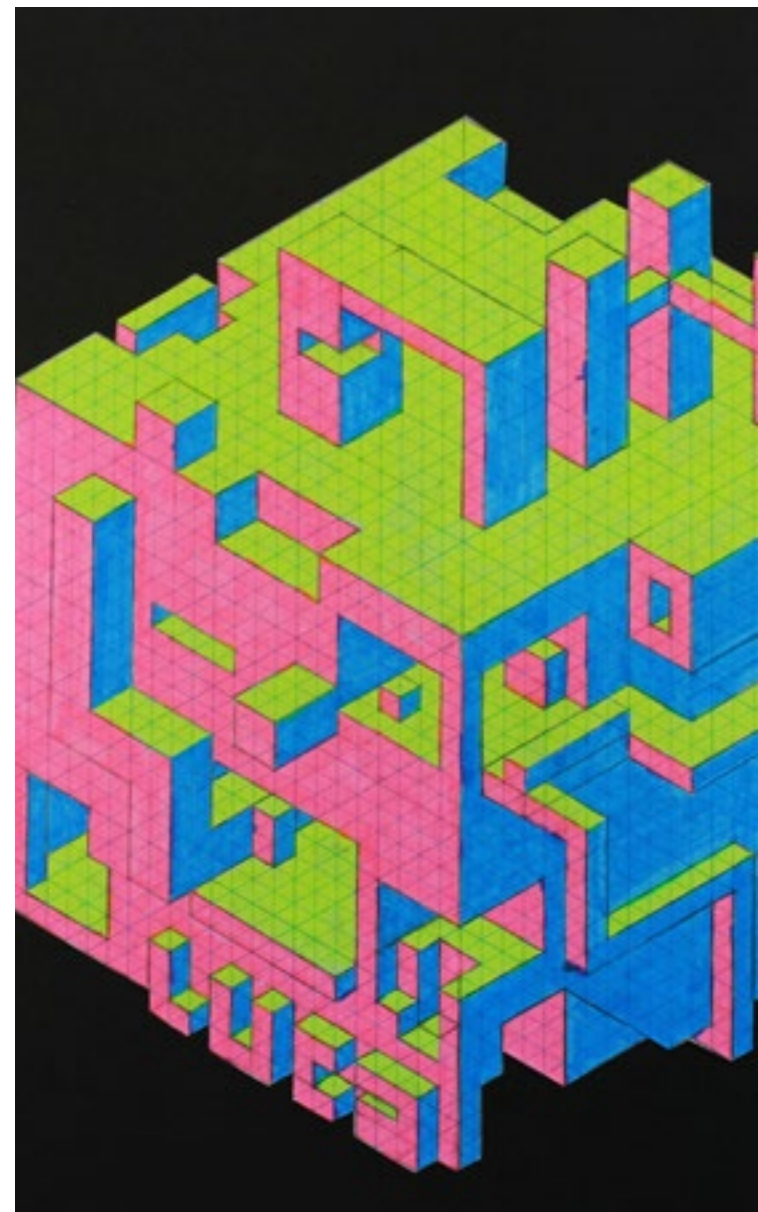
Students will employ the design process when tackling design problems and learn about how to effectively present information visually. They will develop skills in drawing and rendering using a range of materials and media and learn about design analysis and evaluation. They will construct instrumental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

Areas of Study

- Design Analysis
- Technical Drawing
- Design Process

Assessment Tasks

- Design Folio
- Logo and Group Campaign
- Final Presentation





HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION



In Year 7 Physical Education students develop a range of skills including throwing and catching, striking and fielding, shooting and invasion games and cover content including fitness components, nutrition and sun safety. The focus at Year 7 level is to allow students adequate time to take part in physical activity and continue improving student motor skill development.

Areas of Study

- Modified games
- Athletics
- Fitness testing
- Basketball
- Jump rope
- Softball
- Netball
- Soccer
- Bat Tennis/Downball
- Nutrition
- Thunder Hockey
- Kickball
- Striking Sports
- Sun Safety

Assessment Tasks

- Fitness testing self assessment and reflection
- Skill development and participation
- SunSmart written assignment



In Year 8 Physical Education students continue to develop a range of skills including throwing and catching, dance and movement, experience cultural and indigenous games and work collaboratively to facilitate class sporting tournaments, create a dance routine. The focus at Year 8 level is to continue to allow students adequate time to take part in physical activity and continue improving student motor skill development.

Areas of Study

- Athletics
- Fitness Testing
- Ultimate Frisbee
- Handball
- Touch Rugby
- Table Tennis
- Dance and Movement
- Cultural Games
- AFL 9s
- Invasion Games
- Striking and Fielding

Assessment Tasks

- Fitness Testing Assignment
- Dance Presentation
- SEPEP Basketball
- Skill Development and Participation

HEALTH & PHYSICAL EDUCATION

YR9 — CORE — YEAR LONG

Students will participate in a variety of different invasion, net/wall and striking and fielding games. Students will be introduced to concepts of game sense and strategic thinking to help develop tactical awareness in these games. Students will develop a wide variety of skills to allow to be successful in these games.

Areas of Study

- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Design, implement and evaluate a game for improving their skills and tactical awareness
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams

Assessment Tasks

- Create a game
- SEPEP Futsal unit

HEALTHY LIVING

YR8 — CORE — YEAR LONG

In Year 8 Healthy Living students study a range of topics, including strategies to manage stress and developing resilience, indigenous health and wellbeing, why showing gratitude is important for our overall happiness and methods on how to live healthy lives into older adulthood.

Areas of Study

- Stress Head Project
- Narrowing the Divide (Indigenous Health)
- The Resilience Project- Attitude of gratitude
- Hitting a Century- Healthy living through your life cycle

Assessment Tasks

- Presentations
- Sales Pitch
- Video Creation
- Letter
- Individual Gift Creation

YR9 — CORE — YEAR LONG

In Year 9 Healthy Living the students study a range of content including key issues such as risk taking and alcohol consumption, personal identity, cyber safety and digital citizenship, mental health and at SPC campus the Rock and Water program.

Areas of Study

- Step Back and Think Project
- The Resilience Project
- Risk Taking (Alcohol) Project
- AM I OK (Mental Health) Project

Assessment Tasks

- Written Reports
- Advertising Campaign
- Role Play
- Journals
- Creation of Wellness session

HUMANITIES

OVERVIEW

In Humanities, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens. Students will explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

7-9 Areas of Study

- Civics and Citizenship
- Economics and Business
- Geography
- History

7-9 Assessment Tasks

- A wide variety of benchmarks
- A range of culminating events
- Examination

HUMANITIES

YR7

CORE

YEAR LONG

Students investigate a wide range of topics starting with The PBL Project, which encourages them to explore 21st century learning practices and helps develop their skills of agency and collaboration. They explore Ancient China, Ancient Rome, how water shapes the physical world and how humans live, as well as how Indigenous Australians managed their world before European invasion.

Areas of Study

- Civics and Citizenship
- Geography
- History

Assessment Tasks

- The PBL Project
- Water you Talking 'bout Project
- In Their Footsteps Project
- The Middle Kingdom Project
- The Roman Advisors Project
- Examination



HUMANITIES

YR8

CORE

YEAR LONG

Students in 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.

Areas of Study

- Civics and Citizenship
- Economics and Business
- Geography
- History

Assessment Tasks

- The Conquerors, Castles and Crusades Project
- The Sister Cities Project
- The Exporting Democracy Project
- The Get it Keep it and Grow it Project
- The Angkor and the Khmer Empire Project
- The Lonely Past Project
- Examination

YR9

CORE

YEAR LONG

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.

Areas of Study

- Civics and Citizenship
- Geography
- History

Assessment Tasks

- The Industrial Revolution Project
- The Making a Nation Project
- The Closing the Gap Project
- The World War I Project
- Examination

LANGUAGES

ITALIAN

YR7

CORE

SEMESTER LONG

In Year 7, Students will be introduced to basic Italian grammar through a series of topics. Students will be taught basic skills of reading writing listening and speaking in Italian. They will also learn about Italian festivals including Carnevale Italian geography, famous landmarks and traditional food.

Areas of Study

- Greetings
- Family
- School
- Nationalities
- Describing self and others

Assessment Tasks

- Dialogue about school life
- Listening to spoken text
- Reading comprehension
- Writing a children's book -group task

YR8

ELECTIVE

YEAR LONG

Students will be looking at Italian food culture, festivals, 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. Students will also use ICT to obtain information and practice grammar. There will also be an excursion and incursion in order to bring authenticity to the areas of study.

Areas of Study

- Italian recipes
- Creating Menus
- Party Invitations
- Italian Renaissance
- Italian Art History.

Assessment Tasks

- Group projects and presentations
- Listening Benchmarks-audio activities
- Writing Benchmarks-letters and invitations
- Reading Benchmarks – personal information
- Excursion to NGV



Pursuing personal best ★

JAPANESE

YR7

CORE

SEMESTER LONG

In Year 7, Students will be introduced to basic Japanese and Hiragana through a series of topics. Students will be taught basic skills of reading writing listening and speaking in Japanese. They will also learn about Japanese festivals including Festival of the blossom and Children's Day, Japanese geography, famous landmarks and traditional food.

Areas of Study

- Hiragana
- Numbers
- Colours
- Nationalities
- Greetings

Assessment Tasks

- Japanese Cultural project.
- Speaking Task
- Listening Activities
- Hiragana Test

YR8

ELECTIVE

YEAR LONG

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.

Areas of Study

- The Japanese Imperial Family
- Haiku Poetry
- Family Pets
- Hobbies and Pastimes
- Japanese Food and Festivals

Assessment Tasks

- Research Project on Sun Goddess of Japan
- Group Folio
- Story Book Writing
- Katakana Task
- Speaking - Family Pets
- Kanji





MATHEMATICS



MATHS PATHWAY

Maths Pathway is a learning and teaching model that supports students along an individual pathway to build a deep appreciation and knowledge of mathematics. Maths Pathway teachers are better connected with individual students' needs. They enable students to grow along a continuum, with opportunities for multiple modes of learning.

Students complete individual written work (guided by the Maths Pathway program), targeted precisely at the students point of need. They will also work in small groups to receive targeted direct instruction from the teacher based on their responses from the Pathways programme. Students complete automatically generated fortnightly tests (on and off line) which directly guide the next steps for students and teachers. One-on-one teacher-student feedback interviews are then used to review learning goals and growth data based on these assessment results.

Students will also experience whole-class problem solving lessons, with multiple entrance and exit points, which allow the students to apply their mathematical skills. For one week each term, students will also work on a rich project task, often with a cross-curricular focus, that relates to maths in an everyday setting.

7-9 Areas of Study

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

7-9 Assessment Tasks

- Module Completion
- Fortnightly Assessments
- Feedback Sessions
- Rich Tasks
- Problem Solving Tasks
- Projects

MATHEMATICS



Students sit diagnostic tests to allow for the program to generate the path best for them. These tests use the student responses to determine understanding and mastery. Once assessed, students can commence along a curriculum that they are ready for. Regular testing cycles allow the students to demonstrate mastery regularly and progress at their own rate. Problem solving activities and rich tasks are used to provide the students with an opportunity to apply the skills learned in class and a maths project is carried out at the end of each term.

Areas of Study

- Number and Algebra
- Shape and Measurement
- Data and Statistics

Assessment Tasks

- Diagnostic Tests
- Module Completion
- Fortnightly Assessments
- Feedback Sessions
- Rich Tasks
- Problem Solving Tasks
- Projects



Pursuing personal best ★

MATHEMATICS

YR8

CORE

YEAR LONG

In Year 8, students build on the progress made in Year 7. There may still further diagnostic tests to complete to allow the program to assess the student's ability in the higher levels. Problem solving tasks and end of term projects continue to be used as enrichment activities.

Areas of Study

- Number and Algebra
- Shape and Measurement
- Data and Statistics

Assessment Tasks

- Diagnostic Tests
- Module Completion
- Fortnightly Assessments
- Feedback Sessions
- Rich Tasks
- Problem Solving Tasks
- Projects
- End of Semester Two Examination

YR9

CORE

YEAR LONG

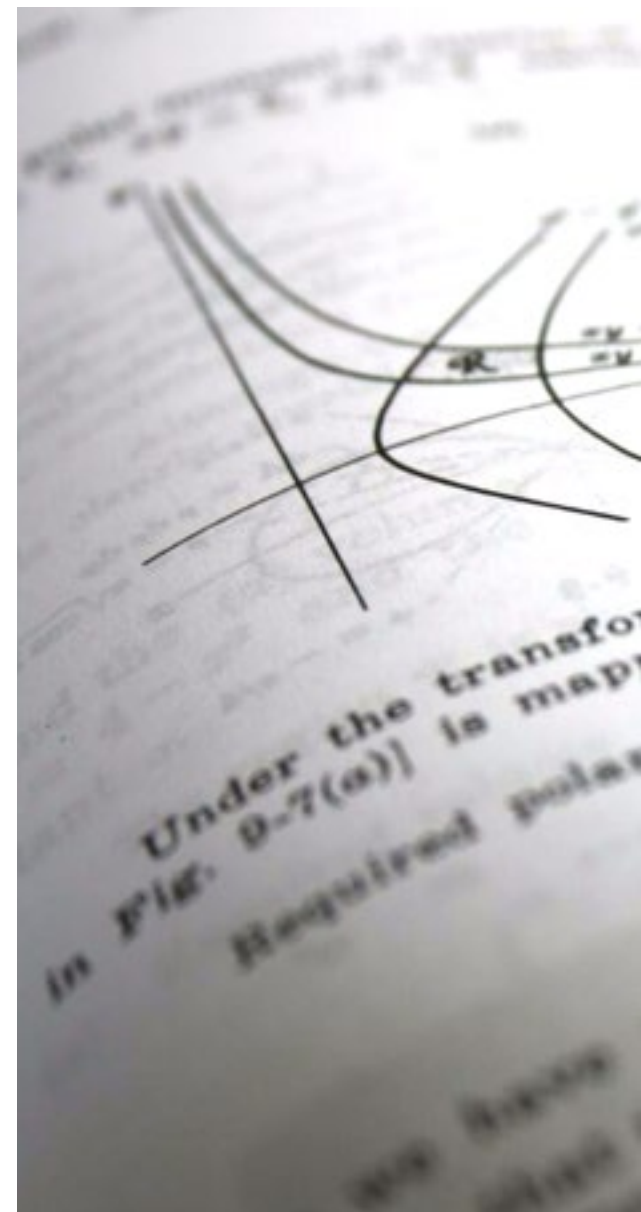
In Year 9, students continue to build on the progress made since Year 7. Problem solving, rich tasks and projects continue to support student's development of Mathematical concepts. To support student learning, during the term the class will receive direct instruction on concepts key to completing the projects. Some students will find themselves coming to the end of the Maths curriculum and will then be encouraged to look at extension and accelerated tasks.

Areas of Study

- Number and Algebra
- Shape and Measurement
- Data and Statistics

Assessment Tasks

- Diagnostic Tests
- Module Completion
- Fortnightly Assessments
- Feedback Sessions
- Rich Tasks
- Problem Solving Tasks
- Projects
- End of Semester Examination





SCIENCE

OVERVIEW

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. The curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. It supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

7-9 Areas of Study

- Biology
- Chemistry
- Physics
- Earth and Space

7-9 Assessment Tasks

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

YR7

CORE

YEAR LONG

In Year 7 Science, students will cover a range of topics from physics, biology, chemistry to astronomy. Throughout these topics, students will identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They will also use appropriate scientific language and representations to communicate science ideas, methods and findings.

Areas of Study

- Introduction to Science including Laboratory Safety
- Chemistry: The particle model theory and physical and chemical properties of substances
- Biology (Ecology): Identify and classify living things
- Physics: Simple machines and forces
- Earth and Space: Earth and Moon

Assessment Tasks

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



SCIENCE

YR8

CORE

YEAR LONG

In Year 8 Science, students continue to further develop their scientific understanding and skills that they have developed in Year 7. They will continue to identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They will also use appropriate scientific language and representations to communicate science ideas, methods and findings.

Areas of Study

- Physics: Energy
- Earth Sciences: Rocks
- Chemistry: Elements and compounds and Physical and Chemical Change
- Biology: Cells and living systems

Assessment Tasks

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

YR9

CORE

YEAR LONG

In Year 9 Science, students continue to further develop their scientific understanding and skills that they have developed in Years 7 and 8. They will continue to identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They will also use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings.

Areas of Study

- Environmental Science and Earth Sciences: Plate tectonics and ecosystems
- Biology: Nervous system and Endocrine System
- Physics: Electric circuits and magnets
- Chemistry: Chemical reactions and radiation

Assessment Tasks

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



Pursuing personal best ★

DESIGN AND TECHNOLOGY

TECHNOLOGY

YR7

CORE

SEMESTER LONG

At Year 7, students will be introduced to general workshop and hand tool safety. They will be exposed to and shown how to use basic hand tools in the workshop to measure, mark and make simple wood joints. Students will choose the dimensions of their pencil box, make it, paint it and evaluate it in class.

Areas of Study

- Safety in the Workshop
- The Design Process
- Tools and Equipment
- Making a Pencil box

Assessment Tasks

- Design Folio
- Production



DESIGN AND TECHNOLOGY

DIGITAL TECHNOLOGIES

YR7

ELECTIVE

SEMESTER LONG

In Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students will learn how computers work in a networked system and learn to safely and ethically exploit the capacity of information systems to create digital solutions for real-world problems. These solutions and information are created through the application of computational, design and systems thinking, and technical skills. Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications of hardware components impact network activities.
- investigate how digital systems represent text, image and audio data in binary and acquire data from a range of sources and evaluate authenticity, accuracy and timeliness.
- analyse and visualise data using a range of software to create information and use structured data to model objects or events.
- plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account.
- define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints.
- design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors.
- implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language.

Areas of Study

- Digital Systems
- Data and Information
- Creating Digital Solutions

Assessment Tasks

- Digital Portfolio
- Infographic solution
- Networks Project
- Video game design and prototyping



FOOD STUDIES (NDC)

YR8

CORE

SEMESTER LONG

Food Studies begins 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, safe use of the oven, grill and cooktop. Students will also learn about eating well for the future.

Students will work through the various steps of the design process and apply it to projects where they will creatively produce their own design products. Through the design process students will develop skills in investigating, designing, producing, analysing and evaluating, which are essential for future development of knowledge and skills in Food Studies.

Areas of Study

- Safety and hygiene in the kitchen
- Measuring and weighing
- Cleaning up hygienically
- Introduction to basic kitchen tools and equipment
- Knife skills
- Safe use of oven, stove and grill
- Different types of cooking methods
- Introduction to the design process
- Reading and understanding procedures within a recipe
- Sensory analysis of food
- Australian Guide to Healthy Eating
- Eating for good health

Assessment Tasks

- Rocky Road Truffles
- Recipe Card and Presentation of Muffins
- Test

ROBOTICS (SPC)

YR8

CORE

SEMESTER LONG

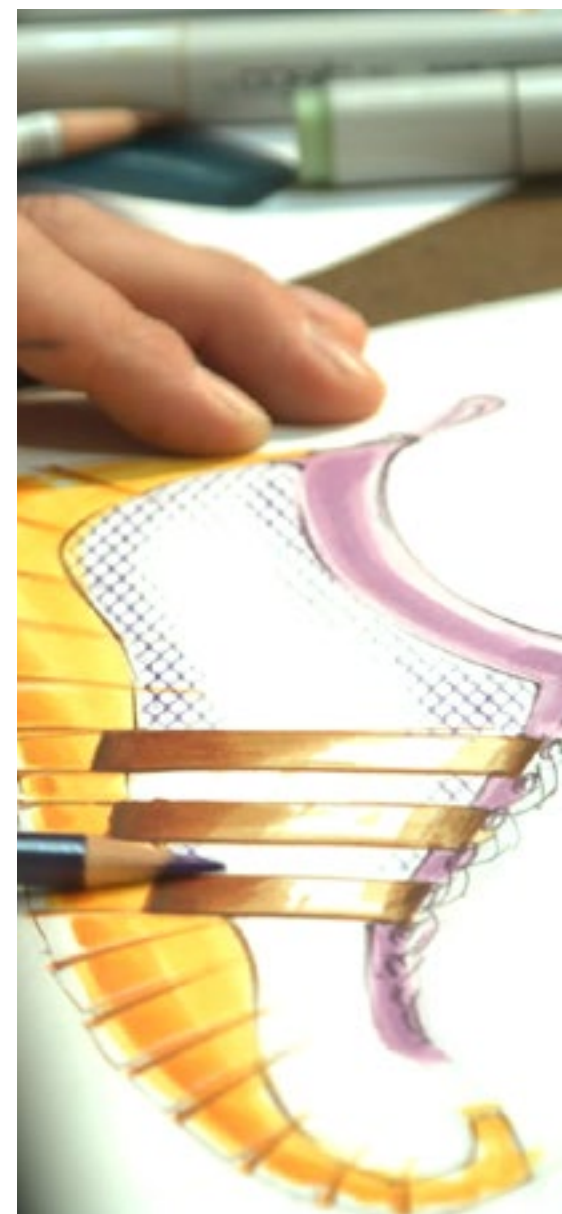
Students will be required to undertake both practical and theoretical tasks to demonstrate their knowledge of both the product design process and simple electrical systems. Students will use specified materials and components to safely construct a solar car. Students will also be introduced to the global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

Areas of Study

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

Assessment Tasks

- Production
- Ignite Presentation



YEAR 9 ELECTIVES

DRAMA



The focus of Year 9 is play building. Students are required to build performance incorporating a range of materials, themes and ideas. Performance tasks will be before audiences beyond their classroom and be a more detailed exploration style where students study a range of traditional dramatic forms that may include Documentary Drama, Commedia Dell'Arte, Naturalism and Stanislavski and Physical Theatre.

Areas of Study

- Drama Fundamentals
- Commedia Dell'Arte

Assessment Tasks

- Drama Fundamentals Performance
- Script Writing and Annotation
- Commedia Dell'Arte Performance
- Examination

VISUAL ART AND VISUAL COMMUNICATION DESIGN



Students undertake one semester of Art and one semester of Visual Communication Design. In Art, students explore symbolic portraiture through a range of materials and techniques including painting and sculpture. In Visual Communication Design unit, students design and create a logo and a three dimensional object for a specific audience.

Areas of Study

- Art creation, making, exploring and responding
- Design thinking, analysis and the design process

Assessment Tasks

- Exploration Folio
- Artwork Analysis
- Final Artworks
- Examination

DIGITAL TECHNOLOGIES

YR9

TECHNOLOGY

ELECTIVE

YEAR LONG

Learning in Digital Technologies enables students to become confident and creative developers of digital solutions through the application of information systems and problem solving using specific ways of thinking. Students will learn how computers work in a networked system and use computational thinking to create digital solutions for real-world problems. Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate digital solutions to meet and redefine current and future needs
- Use computational thinking to create digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between digital systems and the impact of these systems on individuals, societies, economies and environments

Areas of Study

- Digital Systems
- Data and Information
- Creating Digital Solutions

Assessment Tasks

- Digital Portfolio
- Infographic Solution
- Networked Information System
- Video Game Design and Prototyping
- Interactive video game using Game Maker
- Semester Examination

OUTDOOR EDUCATION

YR9

HEALTH AND PHYSICAL EDUCATION

ELECTIVE

YEAR LONG

Students will investigate two key areas of Health and Physical Education.

Areas of Study

- 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
- Outdoor Education which focuses on 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 education 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

- Tests
- Quizzes
- Projects
- Participation
- Examination

ITALIAN

YR9

LANGUAGES

ELECTIVE

YEAR LONG

Students will learn about Ancient Rome and its relevance in today's world, through a Project on Ancient Rome and Melbourne. Students will then study Dante Alighieri and will participate in a poetry recitation at the University of Melbourne. Students will also study the Made in Italy Brand. These tasks are part of the Project Based Learning model.

Areas of Study

- Ancient Roman Inventions and life
- Dante Alighieri History
- Famous Brands
- Italian Film

Assessment Tasks

- ICT Based Grammar
- Diary Writing
- Group Project Presentations
- Language Based Worksheets
- Language Perfect Tasks
- Poetry Recitation

JAPANESE

YR9

LANGUAGES

ELECTIVE

YEAR LONG

Students will learn about life in Japan, focusing on family, housing, daily routine, work and 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 students may already be familiar with from their other subjects. Students will demonstrate your language and cultural understanding by putting their skills and knowledge to use.

Areas of Study

- Daily routines in Japanese
- Family Interests and Pastimes
- Kanji
- Organising a Family Holiday Itinerary
- Travel and Budgeting for Holidays

Assessment Tasks

- Learning Kanji and Sentence Patterns
- Japanese Daily Routines Task
- ICT based diary format in Japanese
- Diary Writing
- Group Interviews
- Language Perfect Tasks



DESIGN AND TECHNOLOGY

YR9

TECHNOLOGY

ELECTIVE

YEAR LONG

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.

Areas of Study

- Safety in the workshop
- Introduction to the Product Design Process
- Introduction to the elements & principles of design
- 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 (SPC only)
- Introduction to different bridge types (SPC only)
- Construction of two wood-based production pieces- from a choice of a bridge, mechanical toy, habitat box, clock or bench

Assessment Tasks

- Production
- Research Exercises
- Design Folio
- Examination

FOOD STUDIES (NDC)

YR9

TECHNOLOGY

ELECTIVE

YEAR LONG

Year 9 Food Studies begins 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, analysing and evaluating, which are essential for future development of knowledge and skills in Food Studies.

Areas of Study

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

Assessment Tasks

- OnGuard safety modules
- Kitchen safety and hygiene video
- 'Get Up and Go' Designer Task
- Tear and Share design task

ROBOTICS (SPC)

YR9

TECHNOLOGY

ELECTIVE

YEAR LONG

The Robotics units are 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 Mindstorms/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.

Areas of Study

- What is a Robot?
- Use Lego Mindstorm/ EVS NXT software to design, research, program, develop and evaluate a robot as it attempts to achieve a planned outcome

Assessment Tasks

- Complete a range of LEGO MINDSTORM/EV3 NXT (1-39) tutorials
- Production Work
- Robot Presentation
- Semester Examination

ADVANCED MATHEMATICS

YR9

MATHEMATICS

ELECTIVE

YEAR LONG

The course runs alongside the Year 9 Maths Pathway Curriculum with a focus on the Victorian Curriculum 10A content.

The course provides the students with an opportunity to extend their skills and to explore mathematics. Students participate in externally run competitions, allowing them to apply these skills to a wide variety of mathematical problems.

Areas of Study

Number and Algebra

- Surds, Index laws and Logarithms
- Simultaneous Equations
- Algebraic Fractions
- Linear and non-linear functions
- Polynomials

Measurement and Geometry

- Circle Geometry
- Coordinate Geometry
- Trigonometry

Assessment Tasks

- Classwork / Homework
- End of topic tests
- Semester Examination
- CAT competition
- AMT competition

LITERACY AND NUMERACY SUPPORT

OVERVIEW

The aim of these programs is to work with students who have identified significant need in the development of their literacy and/or numeracy skills and knowledge. This program is not designed to be a boost to the normal curriculum but instead a supplement to support students who find the pace, tasks or concepts in their normal classes challenging.

In these classes students will engage in activities that enable them to practice skills they need to improve their level of competence in English and Mathematics.

At Years 7 and 8 this program replaces the Languages program. At Year 9 this program counts for one elective choice.

This subject is by invitation only.

LITERACY SUPPORT



BY INVITATION ONLY

The Literacy Support Program aims to close the literacy gaps across all areas of the curriculum through connections to the mainstream English class.

Based on previous years' data and/or teacher recommendations, students in years 7-9 are invited to enrol in the Literacy Support Program which runs for a duration of one year. Should a student accept the invitation into Literacy during Years 7 or 9 then they will not study LOTE during that time, in Year 9 Literacy counts as an elective.

NUMERACY SUPPORT



BY INVITATION ONLY

The Numeracy Support Program aims to close the learning gaps in mainstream maths classes.

Based on previous years' data and/or teacher recommendations, students in years 7-9 are invited to enrol in the Numeracy Support Program which runs for a duration of one year. Should a student accept the invitation into Numeracy then they will not study a language during that time.

Year 7 - 9

Students work within the Maths Pathway Program in mainstream classes. Numeracy classes at Year 7 to 9 aim to develop student confidence and preparedness through regular exposure to the most commonly appearing content throughout the curriculum continuum – Number and Algebra.

The Maths Pathway Program means that students can all be doing something different in the mainstream classes. Numeracy classes will therefore be utilised to fill in any gaps from previous years and give the students exposure to the key mathematical areas up to their current year level content.

Areas of Study

- Number and Algebra
- Shape and Measurement (on occasion)
- Data and Statistics (on occasion)

Assessment Tasks

- Classwork
- Number Quizzes
- Homework
- Maths Pathways Modules