

year 7-9

curriculum handbook 2017



bring out her best.

STRATHCONA

years 7-9 2017 curriculum handbook

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Introduction

"I am always doing that which I cannot do in order that I may learn how to do it" Pablo Picasso

Years 7-9 are years of transition from a compulsory curriculum at Year 7, to one involving significant student choice in Year 10. This booklet outlines the courses of study available for students in Years 7-9 in 2016. For those entering Year 7, it is likely that some of the details of later years will change by the time they enter Year 8 or 9 as the curriculum programs are constantly reviewed, keeping them up to date, relevant and engaging, but reading ahead does give a sense of what is to come.

Those entering Year 8, need to reflect on the languages they would like to study:

- French and Chinese
- or French and Italian
- or Chinese and Italian

Those entering Year 9, you may choose to do International Studies instead of one of their Year 8 languages. They also choose four semester length elective subjects.

All through this period the student focus is on learning, knowing that they have tremendous capacity to develop what they are able to do. No one can be sure what might capture their interest, or what talents they will discover they have or what another person might have to offer. Sometimes they will find that what was very difficult, or not very interesting, now makes sense and is fascinating. That is one of the features of learning. Good learners persist, seek help and guidance from their teachers, peers and family, and celebrate all that they achieve along the way. Learning involves moving a little outside where the student feels comfortable so they, and those supporting them should expect some challenges.

I hope that the time of all students in Years 7 to 9 is one of discovery and fascination.

Mr Ross Phillips
Dean of Studies

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SEED – Years 7 and 8



SEED is a program that runs in Years 7 and 8 to enhance student learning and inquiry skills. It aims to develop intellectually curious, optimistic, life ready young women.

SEEK – students’ learning encourages deep explorations of our changing world, which involve intellectual risk taking. Students investigate relevant issues which challenge them to move from the known into the unknown.

ENGAGE – students will ask questions and challenge themselves. They will collaborate and explore a range of ideas, concepts and responses from others. Students will shape and direct their own learning through choice, active participation, creativity and reflection.

ENRICH – students build on foundation skills learnt in subject areas, to explore ideas over time. Through personalised learning, collaboration and reflection, students deepen their knowledge and understandings.

DIVERSIFY – students’ learning transcends traditional subject boundaries and class groupings. Through personalised learning and inquiry, students develop a wide range of thinking skills for lifelong learning.

Through SEED we aim to develop the learning skills of students, in particular skills in Guided Inquiry. Through Terms 2 and 3 the students learn techniques to structure their exploration of topics and during the final weeks of the year, undertake an intensive inquiry utilising the techniques they have learnt to explore a topic of interest.

The stages covered include:

- Open – raise curiosity and open their minds
- Immerse – build background knowledge, connect to content and discover interesting ideas
- Explore – explore interesting ideas
- Identify - choose a research question and focus for their research
- Gather - collect detailed information from a variety of sources
- Create - put all of their ideas together to create their product
- Share - present their ideas and communicate what they have learned to others
- Evaluate - reflect on their achievement of learning goals, content and process.

Towards the end of Term 4, the students will engage in an intensive inquiry task where they apply the skills that they have developed over the year.

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Introduction – Year 9

Students in Year 9 are at a key stage of their development and potentially at a turning point in their academic careers. At Strathcona we have long realised that this age group requires something special. Since 1970, the unique Tay Creggan campus has been our base for Year 9.

The program offered at Tay Creggan provides students with:

- a positive attitude to learning, demonstrating high levels of engagement and active participation in their learning
- an ability to make connections between subjects and real world issues
- highly developed communication skills to encourage inquiry, understanding and to allow students reflection and expression
- a heightened awareness of their development - physically, intellectually, emotionally and ethically.

Tay Creggan offers students rich experiences that are unique to this year level including:

- their own campus
- nurturing of their independence
- greater focus on community service
- social skills development
- collaborative learning
- connection with the city

A strong core curriculum is maintained at Year 9 with all students studying:

- English
- Mathematics
- Science
- History
- Geography
- Christian Education
- Physical Education/Health

Electives are offered with opportunities for semester or whole year choices in:

- Languages (French, Chinese, Italian)
- International Studies
- Food Technology
- Art 2D and 3D
- Drama
- Music
- Horticulture
- Video Production
- ICT – Programming/Robotics

Students also engage in extended inquiry that connects these disciplines with life in the 21st Century and city resources.

The access to the river and proximity to the city mean that the location of Tay Creggan is one of its great strengths. It is well serviced by the nearby train station and trams facilitating easy access to some of the off-campus activities. Year 9 students draw on the rich opportunities offered by this city of arts, science and culture with its fascinating history of development.

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I-Learning - Year 9

I-Learning is based on an inquiry learning model that actively engages students in addressing a question, exploring an issue or problem while working productively in a group environment. This learning process, through questions generated from interests, curiosities and perspectives/experiences of the learners, has productive outcomes and broadens their knowledge and experiences of the City of Melbourne. I-Learning also links in with the general curriculum at Tay Creggan encouraging students to develop habits of mind that inspire them to ask questions and delve deeper into everyday problems. Students therefore have significant influence and input in determining the scope of their research.

Purpose

I-Learning is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century.

I-Learning is a key strategy for creating independent thinkers and learners. Students solve real-world problems by designing their own inquiries, planning their learning, organising their research, and implementing a multitude of learning strategies whilst being guided through research under the teacher's supervision. Students drive their own learning through inquiry based on our connection to the Yarra River. This approach enables the students to work collaboratively to research and create projects that reflect their knowledge, and enables them to become proficient communicators and advanced problem solvers.

Outcomes

- an awareness of the diverse features of Melbourne as well as the perspectives and stories of Melburnians over time
- familiarity with the central business district
- understanding of the different roles Melbourne plays in people's lives, such as the way certain areas have developed a cultural identity
- experience of a range of cultural activities
- enhanced critical thinking skills
- links between personal experiences of Melbourne and what it means to be a Melbournian
- ability to work collaboratively within a group

Examples of possible excursions:

- participating in various walking or guided tours of key historical buildings within the City of Melbourne
- attending a musical performance
- a food tour of Victoria Markets
- a guided tour of Eureka Skydeck
- a guided tour of the laneways of Melbourne and street art featured there
- attending the Blender Studio where students participate in a workshop creating their own street art
- students participate in the 'Hoddle Waddle'
- the race around Melbourne
- guest speakers

Assessment

- produce an iMovie (My Melbourne). Students reflect on their own Melbourne experiences and particularly those that they valued
- draw on their City Experiences to hone their own area of interest in order to research, design and create a walking tour of Melbourne
- maintain a folio of work evidence and process
- a showcase of students' work at Tay Creggan attended by the wider School community

The program offered at Tay Creggan builds a sense of community, encourages teamwork, nurtures independence and engages with authentic issues. The students take intellectual risks by facing challenges that build their skills and confidence.

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The girls also undertake the Duke of Edinburgh's Award Program at the Bronze level and other challenges that are appropriate for their development in this age group.

The diverse range of experiences will help keep the girls engaged in learning while building their social and academic independence and confidence, enabling them to meet the challenges they will face in their future schooling, personal life and careers.

Advanced Learning Centre

The Advanced Learning Centre has been established with a strong educational research base, to further enhance and extend Strathcona's focus on the individual learning differences of students within the school community. The Advanced Learning Centre supports all students as they strive to advance their learning at their own pace and level. There is a particular emphasis on how likeminded learners engage with the curriculum. Importantly, this focus includes developing the individual gifts of the students to enable them to become talented individuals. The students' interests and love of ideas are honoured by programs which are developed within the classroom and beyond the timetabled curriculum. The Advanced Learning Centre also supports the learning of teachers and parents through consultation, team planning, teaching sessions and resourcing.

Timetabled Advanced Learning classes

Support is available for those students who have been identified as needing support with their learning. Advanced Learning Centre staff, in consultation with the School Psychologist, routinely assess all girls using standardised tests as well as observational tools. These assessments and screenings provide information which enable staff to understand students' strengths and weaknesses, and support their learning. Formal assessments occur prior to entry into Year 7, and in Years 7, 8, 9 and 10. If necessary, additional diagnostic testing is carried out with the School Psychologist and/or a consultant Speech Pathologist (and other external professionals as required). This testing, combined with teacher observation and consultation with parents, becomes the basis for withdrawal from one language subject, should this level of intervention be required. Support classes are also available at Year 10 through the elective program.

Classes are designed for students who require specific intervention. It is based on specific learning needs rather than academic ability. The formation of these classes is a collaborative process between the Leader of Advanced Learning, Advanced Learning staff, the School Psychologist, the Year Coordinator, Speech Pathologist (where appropriate), the parents and the student.

Features

- development of oral and written language skills, including vocabulary, grammar, spelling, reading and speaking
- using computer technology as a learning tool
- using tools such as graphic organisers, mind mapping and memory strategies to support learning
- development of high level thinking skills
- development of study skills and organisational skills

Enrichment and extension programs

Extension and enrichment opportunities include involvement in workshops run by the Boroondara Gifted Cluster, of which Strathcona is an active member; participation in competitions and activities run by departments or year levels; and differentiated activities according to academic readiness or areas of interest. Some activities are offered to all interested students. Other activities are by invitation only and participants are chosen following discussions with relevant teachers. Access to programs may include:

- curriculum differentiation supported by the Leader of Advanced Learning and Advanced Learning staff and informed by a range of assessments
- involvement in co-curricular and extra-curricular activities offered through the Boroondara Secondary Gifted Network (including the United Nations Youth Association Security Council Debate and Diplomacy Challenge, British Parliamentary Debating, programs run through the Victorian Space Science Education Centre, creative writing workshops and arts-based programs offered by member schools)
- opportunities to participate in competitions and external Gifted Education programs (such as the Da Vinci Decathlon, the Australasian Problem Solving Mathematical Olympiads, Maths Games Days and creative writing competitions).

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- Attendance at the Constitutional Convention, organised by Strathcona and attended by students from neighbouring schools.

These programs build on Mellor House enrichment and extension programs.

Camps at Strathcona

All of Strathcona's Camps are part of a journey-based sequence of outdoor and experiential education that stretches from Prep to Year 10. Each year level presents different outdoor educational opportunities based on the particular needs and stage of intellectual and physical development and builds upon previous skills and experiences. The types of activities, venue location and time of year are set to support achieving a combination of the following aims: Growth Mindset, Leadership, Problem Solving, Community Responsibility, Environmental Appreciation and Action, and Mindfulness. These programs are designed to foster a social and emotional growth that is unique to girls' outdoor education. The sequence in the Senior School supports the broader learning of the students including a focus on the Humanities where students may conduct field studies and collect geographical data while on camp. The Outdoor Education Group has been retained to lead and implement the sequence. We believe the Outdoor Education Group can expertly provide a journey-based facilitation of our aims while maintaining the highest standard of risk management.

The **Year 7** camp provides an introduction to outdoor adventurous learning in Senior School. It creates an opportunity for students to get to know each other as they tent, cook, surf, bushwalk and explore the coastline of the Mornington Peninsula. In small groups, students will be taught how to bushwalk with a pack and bush camp in tents and cook using Trangia stoves along the coast at Pt Leo. The girls will visit participate in both a marine education program and freshwater creek study. Students will have two nights at Golden Valleys Lodge and enjoy the Giant Swing and group challenge activities on site. The Camp is 4 days/3 nights in late Term 1.

Year 8s experience a sub-alpine forest based camp in Term 2, travelling to Camp Jungai and the Cathedral Range State Park. In small groups, they will spend two nights camped in the bush in tents and participate in a day long Rock Journey up Mt Sugarloaf and a day long River Journey on the upper Goulburn at Eildon. At Camp Jungai, the focus will be on Indigenous cultural and environmental education. Other Jungai activities like raft building and initiatives will focus the girls on leadership and problem solving. The Camp is 5 days/4 nights in mid Term 2.

Year 9 students will embark on the 'Camp to Campus'. This 7-day journey follows the Yarra River from near its source down Mt Donna Buang and the Warburton Trail, into the Yarra Valley region, through rapids at Warrandyte, and following the Yarra River Bike Trail, concluding at the Year 9 Tay Creggan campus. Students will bushwalk, cycle, raft, cycle and walk over the week living in small groups and learning to function as a healthy positive community in light of the mental and physical challenges presented. The Camp is 7 days/6 nights in late Term 2.

In addition to the year level camps offered, there is an active and well-supported **Duke of Edinburgh's Award Scheme** which includes the offer of bushwalks and canoe journeys to senior students.

Compass and Duke of Edinburgh's Award

The Compass Award' program is open to Year 5-8 students in the co-curricular program. It is a non-competitive activity, fostering leadership while providing the participants the opportunity to develop their own level of competence. Students' progress through four award levels, completing activities of their choice that fulfil a physical activity, skill and exploration component of the award. The Duke of Edinburgh's Award is the senior progression of this (Years 9-12), with Bronze, Silver and Gold levels resulting in a badge, certificate, and for Gold, a presentation at Government House.

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Curriculum Grid

Learning Area	Year 7	Year 8	Year 9
English	c	c	c
Mathematics			
Mainstream and accelerated classes in Year 9	c	c	c
Sciences	c	c	c
• Horticulture			e
The Humanities			
• Civics and Citizenship	c	c	c
• Economics and Business	c	c	c
• Geography	c	c	c
• History	c	c	c
The Arts			
• Art	c	c	e
• Drama	c	c	e
• Music	c	c	e
Languages			
• French	c	**	*
• Italian		**	*
• Chinese (Mandarin)	c	**	*
Physical Education/Health	c	c	c
ICT, Design and Technology			
• Integrated across the curriculum	c	c	c
• ICT Programming/Robotics			e
• Video Production			e
Interdisciplinary Studies			
• SEED	c	c	
• I-Learning			c
Christian Education	c	c	c
Food Technology		c	e
Outdoor Education	c	c	c

c Core Subject

e Elective

** Students may choose to continue with French and Chinese (Mandarin), or replace one of them with Italian.

* Students may continue with both of the Year 8 Languages or continue with one along with International Studies. Students in the Advanced Learning class will do this in place of one of these subjects.

Languages not studied in Year 8 may not be commenced in Year 9.

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Art – Year 7

Year 7 Art is semester based; students complete a semester of Drawing and Painting and a Semester of Ceramics. Students are introduced to various concepts to create a number of expressive and imaginative artworks using a variety of Two-Dimensional and Three-Dimensional art production techniques. Through a study of relevant artists, students learn to analyse and form opinions about art works and art movements.

Topics

Semester 1	Semester 2
<p>Painting and Drawing</p> <ul style="list-style-type: none">• introduction to the Art Elements and Principles• introduction to the Design Process. The students learn how to apply this to their own work, sourcing inspiration, documentation, trialling and evaluating in their visual diary• students complete a range of small drawing exercises using different types of media and techniques• students complete a Research Project on a relevant artist• students complete a number of larger artworks using media introduced in class	<p>Ceramics</p> <ul style="list-style-type: none">• introduction to working with clay• introduction to the Art Elements and Principles• Introduction to the Design Process. The students learn how to apply this to their own work. Sourcing inspiration, documenting, designing and evaluating in their visual diary• students complete a number of ceramic pieces using different construction techniques• students use underglazes and glazes to decorate their work• students complete a Research Project on a relevant artist

Purpose

Students will use a variety of sources for inspiration and ideas, drawing upon experiences, observation and imagination. They will develop and extend their ideas through experimenting with different materials and techniques. Students will make two and three-dimensional art works combining and manipulating art elements and principles, using a wide variety of media and techniques. They will research art forms and techniques from different time periods and cultures. They will be encouraged to develop informed opinions and be able to enjoy creating and looking at art works.

Features

Maintain a visual diary to record studio experience, practical activities, research task. Create a folio of finished artworks.

Assessment

Visual diary, folio of artworks, research task.

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Art – Year 8

Year 8 Art is semester based, students complete a semester of Drawing and Printmaking and a Semester of Textiles. Students are introduced to various concepts to create a number of expressive and imaginative artworks using a variety of two-dimensional and three-dimensional art production techniques. Through a study of relevant artists, students learn to analyse and form opinions about art works and art movements.

Topics

Semester 1	Semester 2
<p>Textiles</p> <ul style="list-style-type: none">• introduction to the Art Elements and Principles. Learning how to apply these to specific textile works• introduction to the Design Process. The students learn how to apply this to their own work, sourcing inspiration, documenting, designing, trialling and evaluating in their visual diary• students complete a range of samples using different painting, printing, embroidery, felting and embellishing techniques• students learn how to use the sewing machine for construction and embellishment• students complete a number of design exercises relevant to the set task• students complete a textile artwork using a variety of media and techniques introduced in class• students complete a Research Project on a relevant artist	<p>Drawing and Printmaking</p> <ul style="list-style-type: none">• introduction to the Art Elements and Principles. Learning how to apply these to specific artworks• introduction to the Design Process, the students learn how to apply this to their own work. Sourcing inspiration, documenting, designing, trialling and evaluating in their visual diary• students complete a range of drawing exercises to be completed in the students' visual diaries• students complete a number of larger artworks using different media and printmaking techniques introduced in class• students complete a Research Project on a relevant artist

Purpose

Students will use a variety of sources for inspiration and ideas, drawing upon experiences, observation and imagination. They will develop and extend their ideas through experimenting with different materials and techniques. Students will make two and three-dimensional art works combining and manipulating art elements and principles, using a wide variety of media and techniques. They will research art forms and techniques from different time periods and cultures. They will be encouraged to develop informed opinions and be able to enjoy creating and looking at art works.

Features

Maintain a visual diary to record studio experience, practical activities, research task. Create a folio of finished artworks.

Assessment

Visual diary, folio of artworks, research task.

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Christian Education - Year 7

Students develop an understanding of the Bible as a sacred Christian text. They explore the creativity and sovereignty of God by an examination of biblical stories, themes and people. Students learn and participate in elements of worship such as prayer, reflection, singing and discussion.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• introduction to the Bible• developing a relationship with God and with each other• the significance of Easter• Chapel Services	<ul style="list-style-type: none">• Abraham, the patriarch and God's covenant• the narrative stories of Isaac, Jacob and Joseph• Moses and the Exodus from Egypt• Chapel Services
Term 3	Term 4
<ul style="list-style-type: none">• the teaching of Jesus• the early Church• Paul's missionary journeys• Chapel Services	<ul style="list-style-type: none">• the baptism of Jesus• the miracles of Jesus• the Christmas story• Chapel Services

Purpose

To understand:

- several core Christian beliefs, particularly the belief in God, Jesus and the Holy Spirit
- the Old Testament narrative as the foundational stories of God's covenant with humanity and the relationship with God's plan of salvation revealed through the birth, life, death and resurrection of Jesus as told in the New Testament
- the contribution of religion to the development of human society and its place within the individual
- to learn and participate in significant Christian rituals such as prayer, music, reflection, Bible study and discussion.

Features

- role plays
- singing
- written exercises
- mapping
- chapel services

Assessment

There is no formal assessment, however, students are expected to complete set tasks during class.

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Christian Education - Year 8

Students develop an understanding of the Bible as a sacred Christian text. They analyse the search for the historical Jesus and investigate the life, beliefs and values portrayed by several women in the Bible. Students discover the meaning associated with significant Christian rituals and pieces of art. They complete a report investigating a Christian Charity.

Topics

Term 1	Term 2
<ul style="list-style-type: none"> • Christian rituals - <ul style="list-style-type: none"> ○ Prayer ○ Baptism ○ Communion • Journal Writing – Thoughts of Gratitude • Chapel Service 	<ul style="list-style-type: none"> • Women in the Bible: <ul style="list-style-type: none"> ○ Eve ○ Ruth ○ Esther ○ Mary Magdalene ○ Mary the Mother of Jesus • Faith in Action (Christian Charity assignment) • Chapel Service
Term 3	Term 4
<ul style="list-style-type: none"> • the search for the historical Jesus • Journal Writing • Chapel Service 	<ul style="list-style-type: none"> • Faith on canvas • Chapel Service

Purpose

- to gain an understanding of the relevance of the Bible in today's society and its significance to the Christian
- to receive encouragement from the stories of Biblical women who through their beliefs were able to live inspirational lives
- to comprehend Christian faith in action and research a chosen Christian charity, completing a written report

Features

- role plays
- singing
- written exercises – journal writing, report writing
- painting
- multimedia presentations
- Chapel Services

Assessment

There is no formal assessment, however, students are expected to complete set tasks.

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Christian Education - Year 9

The Christian Life, the Bible and the Church in Australian Society.

Students reflect upon the Christian core beliefs and the expression of religious beliefs in Christian practice. They examine the Bible as a sacred text and its different literary characteristics by exegesis.

Students analyse selected books from the Bible in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account. Students investigate the chosen texts as pieces of literature and consider how others have been inspired by these writings. The chosen biblical texts for 2017 are: Mark's Gospel and the Psalms.

Students examine life experiences that shape religious experience and significant Christians in Australia. They examine the growth and relevance of the church (past and present) in Australian society.

Topics

Term 1	Term 2
<ul style="list-style-type: none"> • the core Christian beliefs • Mark's Gospel <ul style="list-style-type: none"> – Authenship – Audience – Context – Wisdom and insight • the function of the text within its wider literary and religious context 	<ul style="list-style-type: none"> • Christian leadership • life experiences which shape religion and religious identity • the needs to which Christians respond • signficiant Australian Christians • Worship, stillness and silence
Term 3	Term 4
<ul style="list-style-type: none"> • Australian indigenous religious belief and its relationship to colonisation and the stolen generations. The church and its role in Australian society in particular, the Baptist tradition 	<ul style="list-style-type: none"> • Psalms <ul style="list-style-type: none"> – Authenship – Audience – Context – Wisdom and insight

Purpose

- to gain knowledge of Christianity and its relevance to Australian culture
- to reflect upon the Christian belief and expressions of religious belief practiced in Christianity
- to examine the life of significant Christian religious identities and their influence upon society
- to encourage within the individual student a personal faith journey relevant to her age and understanding
- to investigate the Bible as a sacred text by analyse of at least two books within
- an open attitude and respect to all that is presented and discussed

Features

Multimedia presentations, small group discussion and presentations, investigative research, film analysis, philosophical discussion, worship and artwork.

Assessment

Students are to complete all set tasks as well contribute to class activities and times of worship.

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Drama – Year 7

The Year 7 Drama course introduces the students to a vast array of drama styles and conventions with the specific aim of developing drama awareness, personal confidence and performance skill in a safe and affirming environment. Students will be introduced to a new drama project every week, which they will brainstorm and then work collaboratively to develop and refine. Students will be given the opportunity to perform their work every week so that performance skills are constantly being developed and refined. Critical reflection and evaluation of the work follow every performance.

Topics

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">• Choreography – Tribal• Dance	<ul style="list-style-type: none">• TV Commercials	<ul style="list-style-type: none">• Soap Opera Genre	<ul style="list-style-type: none">• Documentary Drama
<ul style="list-style-type: none">• Poetry as a stimulus for performance	<ul style="list-style-type: none">• Short scripts used as stimulus for performance	<ul style="list-style-type: none">• Murder Mystery Genre	<ul style="list-style-type: none">• Fractured Fairy Tales
<ul style="list-style-type: none">• Group devised Drama using different stimulus material	<ul style="list-style-type: none">• Fairy Tale Genre	<ul style="list-style-type: none">• Musical Comedy Genre	<ul style="list-style-type: none">• Performance of a script to a live audience
<ul style="list-style-type: none">• Dance Drama/ Physical Theatre	<ul style="list-style-type: none">• Thriller Genre	<ul style="list-style-type: none">• Melodrama	<ul style="list-style-type: none">• Picture books as stimulus for performance
<ul style="list-style-type: none">• Parable Plays	<ul style="list-style-type: none">• Improvisations/Props	<ul style="list-style-type: none">• Gangster Plays	<ul style="list-style-type: none">• Dance
<ul style="list-style-type: none">• Space Jump – Theatre Sports	<ul style="list-style-type: none">• The Western Genre	<ul style="list-style-type: none">• Horror Genre	<ul style="list-style-type: none">• Teacher in Role

Purpose

- to foster a love of theatre and performance through introducing students to a range of theatrical styles and performance opportunities
- to facilitate the acquisition of personal skills to create drama from different stimulus material; developing their drama through a rehearsal process; presenting Drama by performing their work for others
- to empower the students to work collaboratively to solve problems
- to empower students to develop lateral thinking skills, particularly improvisation skills
- to develop a capacity to use stagecraft to enhance the impact of a performance. Stagecraft areas include costume, props, make up and sound
- to practise the use of performance skills
- to develop the capacity to evaluate their drama and that of others

Features

Students are introduced to a variety of dramatic forms and to provide the opportunity to improvise, workshop and perform their work for others. Students work collaboratively on developing improvisations on a common topic, theme or genre. They develop skill in using stagecraft elements such as costumes and props in order to enhance the meaning of their drama. Different dramatic genres are introduced to assist students to identify dramatic features and conventions, as are strategies by which students may improve their work, and help them to structure their work to meet the needs of different audiences. Students are encouraged to use feedback from their peers as audience in order to improve their own work. Through discussion they learn to assess the effectiveness of their drama in conveying intended meaning. Students are enabled to use correct terminology when making and describing their own and others' drama works. Students learn to manipulate elements of time and space in their drama.

Assessment

A range of assessment tasks are provided incorporating:

- the use of a variety of theatrical styles and genres
- the creation of a drama performance from specific stimulus material
- script analysis and performance

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Drama - Year 8

The Year 8 Drama course aims to develop many of the skills established in Year 7. Students will continue to work collaboratively in developing and presenting coherent, polished drama statements. The emphases are on planning, collaborating and sequencing. An essential aim of the course is concerned with the development of performance skills. Moreover, the Year 8 course aims to introduce students to an understanding of the conventions of Elizabethan Theatre, Improvisation and Pantomime. A primary objective of the course is to foster student awareness of some of the great historical dramatic art forms that have evolved through the ages. Students will be encouraged to use theatrical terminology when discussing work at hand.

Topics

Term 1	Term 2
<ul style="list-style-type: none"> Elizabethan Theatre 	Improvisation <ul style="list-style-type: none"> Theatrical conventions – spontaneous decision making, problem solving, lateral thinking Variety of Improvisation Games and Lateral Thinking and Problem Solving challenges
<ul style="list-style-type: none"> Performance Style – Elizabethan Theatre 	<ul style="list-style-type: none"> Pantomime Theatre – Children picture book
<ul style="list-style-type: none"> Theatrical Conventions – Heightened Language. Heightened Movement, Asides, Iambic Pentameter 	<ul style="list-style-type: none"> Performance style – Pantomime
<ul style="list-style-type: none"> Creation and Performance 1 – Heightened movement scene – Dance Drama 	<ul style="list-style-type: none"> Theatrical conventions – Stock Characters, Heightened Movement, Heightened Vocal Delivery, Music. Song, Abolition of 4th Wall, Audience interaction
<ul style="list-style-type: none"> Performance 2 – Excerpt from Shakespeare’s Macbeth or Midsummer Night’s Dream 	<ul style="list-style-type: none"> Creation and rehearsal – group devised Pantomime play based on a children’s book
	<ul style="list-style-type: none"> Performance – group devised Pantomime play

Purpose

- to foster a love of the history of theatre and an understanding of the theatrical styles from different periods of history
- to facilitate the acquisition of performance skills utilising specific theatrical styles
- to empower students to analyse text and develop characters from a range of theatrical styles
- to develop a capacity for independent learning through the acquisition of research and information retrieval skills through the use of a range of electronic and print resources
- to develop drama for a specific audience

Features

The course concentrates on drama from different historical times and cultures. Students study the different performance styles and associated theatrical conventions of Elizabethan Theatre, Improvisation and Pantomime. The course also continues to focus on the development of skills in critical analysis. Students will learn to make their own artistic statements by using specific dramatic forms from different historical periods and genres. Sequencing is another key skill that is developed through the course as well as script analysis and character development. Students learn to organise their drama so that meaning is identified and clarified. Stagecraft elements will continue to be used to reinforce the impact of the performance and lighting and set will be added to costumes, props and sound. Performance skills will include the incorporation of pertinent theatrical conventions when developing the expressive tools of gaze, gesture, movement and voice.

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Assessment

A range of assessment tasks are provided:

- Dance Drama using music as a stimulus for performance
- Elizabethan Performance using an excerpt/s of a Shakespearean text for performance
- Improvisation Games and Theatre Sports competitions
- Pantomime Performance based on a children's picture book

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English

The English Learning Area involves learning about English language, literature and literacy. These three interrelated strands of learning form the core of the English curriculum as set out in the Victorian Curriculum.

Through studying these interrelated strands students learn to listen, speak, read, view, write and create increasingly complex and sophisticated texts with accuracy, fluency and purpose. The study of English helps create confident communicators, imaginative thinkers and informed citizens who learn to analyse, understand and build relationships with others and the world around them.

Purpose

- to foster a love of language and literature through introducing students to a range of texts, encompassing classic works in the main genres and contemporary texts drawn from a wide range, including contemporary film, media and multimodal texts, thereby developing the skills of comprehension, interpretation, and evaluation
- to facilitate the acquisition of personal skills in reading, writing, speaking and listening through regular and varied practice, emphasising accuracy, flexibility, breadth, and appropriateness to encourage initiative and self-reliance in the use of language and the exploration of texts and ideas
- to empower students by encouraging a metalinguistic and metacognitive awareness of themselves as language users and as thinkers, to hone the skills of logical and critical thought
- to develop a capacity for independent learning through the acquisition of research and information retrieval skills through the use of a range of electronic and print resources
- to practise the use of different media for communication, exploring the different conventions attached to these

Features

Students are encouraged to come to an explicit understanding and appreciation of the nature of the English language and how it works to create various kinds of meanings across a variety of contexts. The importance of engaging with the ideas of others, with texts of all types, with people around her and with the wider world in the most general sense is fostered. In a manner peculiar to English, the student is afforded the opportunity to engage with herself as an individual, with others, and with social and cultural contexts, both her own and that of others.

Assessment

A range of assessment tasks are provided and students are encouraged to develop a sense of their own strengths and weaknesses, and indeed their own inclinations and predilections, across the range of intelligences and thinking styles.

- analytical and creative writing
- individual and group oral presentations
- development of writing and multimodal texts for a range of purposes and audiences

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Topics

Year 7

Term 1	Term 2
<ul style="list-style-type: none"> study of the Australian picture storybook <i>The Watertower*</i> by Gary Crew examination of descriptive writing and literary devices 	<ul style="list-style-type: none"> study of <i>Finding Grace*</i> by Jane Godwin, a coming of age novel exploring adolescence and identity public speaking
Term 3	Term 4
<ul style="list-style-type: none"> study of the novel <i>Chinese Cinderella*</i> by Adeline Yen Mah 	<ul style="list-style-type: none"> study of the film '<i>Sisterhood of the Travelling Pants*</i> debating

Year 8

Term 1	Term 2
<ul style="list-style-type: none"> comparing and contrasting descriptive images of the Australian landscape through Australian poetry, paintings and indigenous artwork use of descriptive vocabulary: images, metaphors, similes, verbs, adjectives to create a mood or atmosphere 	<ul style="list-style-type: none"> study of the Tim Burton gothic film <i>Edward Scissorhands*</i>. Mary Shelley's 'Frankenstein' and film excerpts are used as supplementary texts public speaking Writers' Workshop on poetry and short story writing
Term 3	Term 4
<ul style="list-style-type: none"> study of the novel <i>The Giver*</i> by Lois Lowry 	<ul style="list-style-type: none"> continuation of the set text study debating

Year 9

Term 1	Term 2
<ul style="list-style-type: none"> literature study of the graphic novel <i>Maus*</i> by Art Spiegelman 	<ul style="list-style-type: none"> literature study of the novel <i>Bye Beautiful*</i> by Julia Lawrinson
Term 3	Term 4
<ul style="list-style-type: none"> literature study of William Shakespeare's play <i>Romeo and Juliet*</i> 	<ul style="list-style-type: none"> film study of <i>Whale Rider*</i>

* texts for 2017 are subject to change

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Food Technology - Year 8

This year Food Technology will include:

- practical food preparation skills - safe work and food practices
- the design process - research, planning, preparation, cooking and evaluation of food items
- nutrition and its contribution to good health
- use of a variety of ingredients

Topics

Term 1	Term 2
Practical class - 1 per week	Practical class - 1 per week
Term 3	Term 4
Practical class - 1 per week	Practical class - 1 per week

Purpose

Undertaking this subject will enable the student to gain:

- skills in food preparation and selection of a variety of ingredients
- a knowledge of basic nutrition
- an understanding of the relationship between food intake and health
- an understanding of the design process and recipe development
- an understanding of the role of basic ingredients in food preparation
- a willingness to use new ingredients and flavours

Features

Students will research, design, cook and serve a range of food items, including sweet and savoury, entrée, main and dessert. Students will be encouraged to adapt recipes using a wide variety of ingredients in order to enhance the nutritional value of the food.

Assessment

Students will undertake four major assessment tasks:

- healthy muffin design, production and evaluation
- vegetable parcel design, production and evaluation
- healthy pizza design, production and evaluation
- Australian biscuit design, production and evaluation

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Humanities – Years 7 & 8

(Civics & Citizenship, Economics & Business, Geography and History)

The Humanities learning program in Years 7-9 is structured by Levels of Learning rather than Year Levels. At each year level, students study a Humanities program that consists of Civics and Citizenship, Economics and Business, Geography and History. This combination of subjects allows students to develop and apply their understanding of the content knowledge of each Humanities subject individually or together to assist student efforts to make meaning of the complex processes that have shaped the ancient and modern world, human responses to the different challenges that arose as a consequence of this complexity and the impact of human interconnections with the environment.

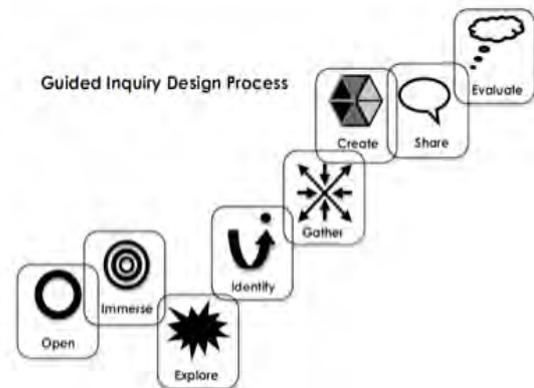


Figure 1: Image of Guided Inquiry from: Kuhlthau, C. C., Maniokes, L.K. and Caspari, A.K. (2015). *Guided Inquiry: Learning in the 21st Century* (2ndEd). California: Libraries Unlimited).

The Humanities & Guided Inquiry

Students in Years 7, 8 and 9 explore the four interconnected Humanities subjects (Civics and Citizenship, Economics and Business, Geography and History) using the process of Guided Inquiry to develop deep content understandings and fluency in their own learning process (Figure 1).

The Humanities Curriculum (Levels 7 & 8)

Civics & Citizenship

Civics and Citizenship at Levels 7 and 8 develops student understandings of Government and Democracy, Laws and Citizens, and Citizenship, Diversity and Identity by providing students with opportunities to investigate:

- the Australian Constitution and how its features, principles and values shape Australia's democracy
- the responsibilities and freedoms of citizens and how citizens can participate in Australia's democracy
- how the justice system protects individuals and how laws are made and types of laws in Australia
- how Australia's secular system of government supports a diverse society with shared values
- what it means to be Australian and the reasons for and influences that shape national identity.

Economics & Business

Economics and Business at Levels 7 and 8 provides students with opportunities to consider the dynamic and contested nature of the facts, principles, theories and models used in economics and business. Students examine:

- what it means to be a consumer, worker and producer and the relationships between, these groups
- the ways markets work within Australia to set prices, the participants in the market system
- the ways participants in the market system may influence the market's operation
- how businesses and individuals use enterprising behaviours and capabilities
- how entrepreneurial capabilities contribute to business success and help create opportunities
- how individuals and businesses identify goals and plan to achieve these goals in different contexts
- the rights, responsibilities and opportunities that arise for businesses and consumers
- the ways work contributes to individual and societal wellbeing.

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Geography

Geography at Levels 7 and 8 provides students with opportunities to develop an understanding of how to use the geographical concepts of place, space and interconnection to examine the processes that influence the characteristics of places, the spatial distributions, patterns and interconnections of changes and places. In each year level, students undertake an extended study of one Physical and one Human Geography focus area per year as indicated below.

Physical Geography	<p>Water in the world In this focused study of a renewable environmental resource, students study water to:</p> <ul style="list-style-type: none"> • develop understanding of the concept of environment • explore the ideas that the environment is the product of a variety of processes • investigate how water supports and enriches life in different ways • investigate specific hazards in the environment
	<p>Landforms and landscapes In this study of geomorphology, students examine landforms and landscapes to:</p> <ul style="list-style-type: none"> • further develop their understanding of the environment • explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples
Human Geography	<p>Place and liveability In this focused investigation of place and liveability, students examine:</p> <ul style="list-style-type: none"> • factors that influence liveability and how it is perceived • how places provide services and facilities to support and enhance human life • how spaces are planned and managed by people
	<p>Changing nations This study investigates the changing human geography of countries by examining:</p> <ul style="list-style-type: none"> • shifts in population distribution as indicators of economic and social change. • the process and interconnection of urbanisation with low and middle-income economies and societies. • the reasons for the high level of urban concentration in Australia. • issues related to the management and future of Australia's urban areas.

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History

History at Levels 7 and 8 provides students with opportunities to apply the historical concepts and skills of sequencing, chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance in their study of two significant historical periods: first, early civilisations to the end of the ancient period (60,000 BCE – 650 CE); and second, the end of the ancient period to the beginning of the modern period (650 CE – 1750).

Period (1) (60,000CE – 650 CE)	<p>This study examines the period from the earliest human communities to the end of the ancient period by investigating a selected range of societies including Australia, Egypt, Greece, Rome, China and India with a particular focus on:</p> <ul style="list-style-type: none">• the cultural practices and organizations of societies• the Discoveries (the remains of the past and what we know)• the Mysteries (what we do not know about this period)
Period (2) (650CE – 1750 CE)	<p>This study investigates the period when major civilisations around the world first came into contact with each other at the end of the ancient period to the beginning of modern history. This includes:</p> <ul style="list-style-type: none">• selecting examples from the Vikings, Medieval Europe, the Ottoman Empire, the Angkor/Khmer Empire, Mongol Expansion, Shogun Japan, The Polynesian Expansion across the Pacific• investigating how a range of social, economic, religious and political beliefs that were challenged and changed• the Expanding Contacts, Discovery and Explorations in Renaissance Italy (1400-1600 CE) and/or the Spanish Conquest of the Americas (1492 – 1572 CE)

Assessment in The Humanities – Level 8

Year 7 and Year 8 students studying the range of Humanities subjects (Civics & Citizenship, Economics & Business, History and Geography) at Level 7 & 8 complete a range of assessment tasks selected from: guided inquiry exercises, analyses of primary sources, analyses of historical or geographical interpretations, short answer guided responses, extended response (essay), research projects, fieldwork, case studies, formal report, oral presentation, performance, media production, data collection, data analyses, mapping, GIS inquiry exercises, interview (record, transcribe & report), structured questions, workbook folio and/or personal or collaborative reflective learning journals (electronic, multi-media or hardcopy), synchronous and/or asynchronous online learning activities (e.g. discussion boards, monitored chatrooms, wiki) and peer to peer feedback processes.

Achievement Standards & Reporting – Level 8

The Humanities Curriculum (Levels 7 & 8) fall under the 'Breadth Stage' (Years 3-8) of the Victorian Curriculum. This is structured by Levels of Learning rather than Year Levels. As such Year 7 and Year 8 student learning achievements in all Humanities subjects (Civics & Citizenship, Economics & Business, Geography and History) are assessed and reported as learning strengths and areas of improvement relative to the Victorian Curriculum Level 8 Achievement Standards as described by the Victorian Curriculum (VCAA 2016).

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Humanities – Year 9

(Civics & Citizenship, Economics & Business, Geography and History)

<p>Civics & Citizenship</p> <p>Civics and Citizenship provides Year 9 students with opportunities to develop their understanding of:</p> <ul style="list-style-type: none"> • Australia’s political system and how it enables change • the ways political parties, interest groups, media and individuals influence government and decision making processes • the features, similarities and differences of Australia’s system of government and another in the Asian region • Australia’s roles and responsibilities within the international context • global connectedness and how this is shaping contemporary Australian society • the nature, ideas and practices that sustain a democratic society 	
<p>Economics & Business</p> <p>The emphasis in Economics and Business is on contemporary issues and/or events in a personal, local, national, regional and global context. This provides Year 9 students with opportunities to:</p> <ul style="list-style-type: none"> • consolidate and extend their understanding of the Australian economy and the importance of its growth and prosperity relative to the Asian region and the global economy • explore the significance of trading relationships in supporting prosperous outcomes for the economy and business sector • identify and explore the relationship between economic performance and living standards; including the reasons why these differ across regions, within and between economies • further develop their consumer and financial literacy knowledge and skills • examine the role of innovation and its influence on business success • explore changes to work in contemporary Australia and globally • investigate improvements to work and business environments 	
<p>Geography</p> <p>Geography for Year 9 students consolidates and extends student understanding of the key geographical concepts of place, space and interconnection, changes in the characteristics of places and the implications of these changes. Students:</p>	
<p>Physical Geography</p>	<p>Biomes & Food Security</p> <ul style="list-style-type: none"> • examine the biomes of the world, their alteration and significance as food and fibre • investigate the biotic environment and its role in food and fibre production • examine the environmental challenges and constraints on food production in the future
	<p>Environmental Change & Management</p> <ul style="list-style-type: none"> • construct an overview of environmental change and the factors that influence it • investigate a specific environmental change in Australia and one other country • examine the causes and consequences of the environmental change • examine strategies to manage the environmental change.
<p>Human Geography</p>	<p>The Geographies of Wellbeing</p> <p>Examining the different concepts and measures of human wellbeing:</p> <ul style="list-style-type: none"> • examine the different concepts and measures of human wellbeing • examine the spatial differences in wellbeing • evaluate the differences in concepts, measures and the spatial differences of human wellbeing from a variety of perspectives • explore programs designed to reduce the gap between differences in wellbeing.
	<p>Geographies of Interconnection</p> <ul style="list-style-type: none"> • explore how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways • investigate how human interconnections help to make and change places and their environments

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History – The Making of the Modern World and Australia (1750 – 1918)

History provides opportunities for Year 9 students to examine:

- the period of industrialisation and rapid change in the ways people lived, worked and thought
- the era of nationalism and imperialism
- the colonisation of Australia which was part of the expansion of European power
- the period 1750 – 1918 culminated in World War I 1914-1918, the ‘war to end all wars’.

The following Historical Inquiry Questions are used to help Year 9 students frame their study of this period:

- what were the changing features of the movements of people from 1750 to 1918?
- how did new ideas and technological developments contribute to change in this period?
- what was the origin, development, significance and long-term impact of imperialism in this period?
- what was the significance of World War I?
- how did the nature of global conflict change during the twentieth century?
- what were the consequences of World War II?
- how did these consequences shape the modern world?
- how was Australian society affected by other significant global events and changes in this period?

The Humanities – Year 9 Assessment Tasks

For each aspect of their Humanities Course (Civics & Citizenship, Economics & Business, Geography and History) Year 9 students complete a range of assessment tasks selected from: guided inquiry exercises, analyses of primary sources, analyses of historical or geographical interpretations, short answer guided responses, extended response (essay), research projects, fieldwork, case studies, formal report, oral presentation, performance, media production, data collection, data analyses, mapping, GIS inquiry exercises, interview (record, transcribe & report), structured questions, workbook folio and/or personal or collaborative reflective learning journals (electronic, multi-media or hardcopy), synchronous and/or asynchronous online learning activities (e.g. discussion boards, monitored chatrooms, wiki) and peer to peer feedback activities.

Year 9 Achievement Standards & Reporting

The Humanities Curriculum for Year 9 students falls under the ‘Pathways Stage’ (Years 9-10) of the Victorian Curriculum. This is structured by Levels of Learning rather than Year Levels. As such, student learning achievements in all Year 9 Humanities subjects (Civics & Citizenship, Economics & Business, Geography and History) are assessed and reported as learning strengths and areas of improvement relative to the Victorian Curriculum Level 10 Achievement Standards as described by the Victorian Curriculum (VCAA 2016).

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Information and Communications Technology (ICT) and Information Literacy (IL)

ICT is recognised by the Australian Curriculum as a key general capability alongside numeracy and literacy and ICT, and Information Literacy, will be taught when integrated with the wider curriculum by all teachers with the support of ICT and IL specialists.

Multimedia and Information Literacy

The skills required for students to operate effectively in a digital, globalised future are woven through all subjects.

Years 7 and 8

The following skills are integrated throughout the Years 7 and 8 curriculum. A number of these skills are introduced and reinforced during dedicated ICT sessions:

- saving and retrieving files on the network and a USB stick
- managing both the Apple and Windows sides of the school MacBook laptops and iMac desktop computers
- working with the School printers and scanners
- Downloading and managing image files
- working with software within Microsoft Office, the Apple Creativity Apps and the Adobe Creative Suite
- advanced word processing with MS Word and Apple Pages (working with the alignment tools, Headings, inserting images, Word Art, headers and footers, page breaks, word count, thesaurus)
- creation of presentations using MS PowerPoint and Apple Keynote (appropriate use, inserting text, images, movies, animating objects, transitions between slides)
- being a responsible Digital Citizen establishing a positive CyberCulture
- establishing and maintaining effective online publication skills via blogs, journals and wikis
- spreadsheeting with MS Excel
- image manipulation with Adobe Photoshop, iPhoto and Photobooth
- moving image manipulation with iMovie
- audio manipulation with GarageBand

All Years 7 and 8 students will be encouraged to practise and improve their keyboarding skills outside of class time using some of the free keyboard tutoring programs available online.

Information Literacy

In this era a vast amount of information is accessible. It is essential for students to acquire skills in accessing, processing and evaluating the information they require. The following is a list of some of the Information Literacy skills integrated in the Years 7 and 8 Curriculum.

- locating print and non-print resources
- searching and using information from online encyclopaedias
- internet searching techniques
- bibliographic citation
- the ethics of using research material
- cyber safety
- evaluating resources
- bibliographic citation and footnoting
- web 2.0 technologies
- brainstorming and clustering
- generating target questions
- key wording and phrasing
- using visual resources
- using graphic organisers
- a guided research task

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International Studies (Society and Culture) - Year 9

Given the increasing impact of globalisation on our lives, International Studies seeks to build the polycultural awareness of Year 9 students by developing their understanding of themselves, their own society and culture and the societies and cultures of others at a local, national and global level. This is achieved by immersing students in significant depth studies of the socio-cultural landscapes of Australia, France, Italy and China wherein they are provided with an opportunity to acknowledge the inter-connections and fluidity that exists between cultures. This subject encourages students to manage their own learning and work collaboratively within teams by undertaking a major Independent Extended Learning Project (IELP) that is designed to further build each student's capacity to research, report and communicate their understanding of how cultural identity is constructed, made present and sustained.

Topics

Semester 1
<p>Introduction to Cultural Identity and the 'isms' used to describe Culture (Mono, Multi and Poly-culturalism)</p> <ul style="list-style-type: none">• Concepts (Persons, Culture, Society, Environment, Time (Continuity and Change), Interconnections & Cultural Fluencies)• Making visible Manifestations of Culture: Belief Systems, Traditions, Rituals and Ideologies• The question of 'fit' (Inclusion and Exclusion, conformity and non-conformity)• The role played by popular culture in affirming and raising issues about cultural identity <p>Depth Study: Australia</p> <p>Application of Term 1 Conceptual Understandings to critically examine the construction and expression of Cultural Identity in</p> <ul style="list-style-type: none">• One Close Case Study chosen from (China, France or Italy)
Semester 2
<p>Application of Semester 1 Conceptual Understandings to critically examine the construction and expression of Cultural Identity in</p> <ul style="list-style-type: none">• Two Close Case Studies chosen from (China, France or Italy – excluding Semester 1 focus)
<p>Independent Extended Learning Project (IELP)</p> <ul style="list-style-type: none">• Learning how to research, evaluate, report and communicate new information about the landscapes of social and cultural identity at a local, national and global scale• Individual Choice: Extended application of new conceptual understandings and research skills• Collaborative construction of a 2017 International Studies (Society and Culture) eBook that will be used to both celebrate student learning over the course of 2017 and use as a learning resource for future students of this subject.

Purpose

The central goal of this conceptually based subject is to further develop each student's social and cultural literacy by exploring the various inter-connections and fluidities that exist between persons, societies, cultures, environments and time at a local, national and global scale. Students will develop an understanding of:

- themselves
- their own society and culture
- the societies and cultures of others

Assessment

Students complete a range of assessment tasks selected from: guided inquiry exercises, analyses of primary and secondary sources, short answer guided responses, case study research and analysis, formal report writing, oral presentations, data collection, data analyses, mapping, oral research (interview question writing, recording, transcribing & reporting), workbook folio, personal reflective journal writing and online learning activities (discussion boards, monitored chat rooms, self-correcting quizzes, wiki discussions etc.). The major assessment task for this subject is the written Independent Extended Learning Project (IELP) report and its oral presentation to a wider audience.

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Languages

Chinese (Mandarin), French and Italian

In Year 7, all students have the opportunity to study an Asian and a European language.

In Year 8, students may continue these two languages or choose to replace one of them with Italian.

In Year 9, students may:

- continue with both of their Year 8 languages, OR
- select to continue one of their Year 8 languages, together with International Studies

(It is not possible for students to begin a different language at this level)

In Year 10, language study becomes optional. At Strathcona, many students choose to continue with at least one of their languages. Some choose to continue with both.

The study of Languages has long been considered an essential part of a comprehensive curriculum. Strathcona offers students the opportunity to study:

- Chinese - a language spoken by a significant number of people in our community and in our geographical region and also an Asian language with economic and political significance for Australia.
- Italian - a major community language in Victoria
- French - a major European language

Purpose

The study of languages contributes to the general education of all students. It operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The study of languages develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

Language study develops the students' intercultural awareness so that they recognise their own linguistic, social, and cultural practices and identities, as well as those associated with speakers of the language being learnt.

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Languages - Year 7

In Year 7, students will study both Chinese and French.

Chinese

Year 7 Chinese provides students with an introduction to Chinese language and culture. They will become familiar with common classroom vocabulary. They learn about the history and development of the Chinese language and begin their studies of the Chinese characters. They develop communication skills by using the language in a variety of everyday situations with a particular emphasis given to pronunciation. They experience Chinese language and culture through different resources such as songs, folk games, stories and online.

Topics

Term 1	Term 2
<ul style="list-style-type: none">classroom routine sentencesnumbersgreetings	<ul style="list-style-type: none">classroom objectsfamily and age
Term 3	Term 4
<ul style="list-style-type: none">petsChinese Zodiac animalsCountries and Nationalities	<ul style="list-style-type: none">sports

Purpose

- to communicate in Chinese in both written and spoken form and in a variety of contexts
- to develop an understanding of the cultural contexts in which the language is spoken
- to develop an understanding of the way language works
- to develop an understanding and appreciation of the customs of others
- to build students' intercultural awareness, understanding and sense of identity as they recognise their own linguistic, social and cultural practices and identities as well as those associated with speakers of the language being learnt
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of Chinese culture and its contributions to our own society (in areas such as technology, art, music, and cooking)
- to develop students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas

Features

Students:

- listen to language input from electronic sources and language modelled by the teacher. Visual support is provided as appropriate
- discover and use appropriate gestures
- participate in classroom listening and speaking activities and then complete listening, vocabulary, grammar and translation exercises
- offer appropriate responses in class and imitate pronunciation and intonation
- do character tracing activities in class
- make comparisons with English language use
- make intercultural comparisons
- learn Chinese songs

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Assessment

Tests of listening, speaking, reading and writing. Students:

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation
- read to identify main ideas and information from simple modified texts
- use vocabulary and language structures accurately and appropriately
- demonstrate their ability to write Chinese characters

French

Year 7 French provides students with an introduction to French language and culture, including the more formal study of language structure. Given the diversity of previous experience in learning French as a result of their differing primary school backgrounds, Year 7 students are provided with a range of activities to ensure that students are working at an appropriate level. Enrichment work is provided through students building more content and memorisation into role plays, and extra reading and writing material is made available for those who require extension.

As homework, students will use Education Perfect to provide self-pacing activities in a variety of skills.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• making cultural comparisons between Australia and France and the French speaking world.• greetings• numbers• age• saying where you live	<ul style="list-style-type: none">• colours• describing people• numbers to 30• days of the week• likes, dislikes, preferences• animals and pets in France
Term 3	Term 4
<ul style="list-style-type: none">• family• multicultural France• families• ages• numbers 31-70• French alphabet	<ul style="list-style-type: none">• breakfast in France• saying what you do• saying what you want and don't want• months• birthdays

Purpose

- to communicate in French in both written and spoken form and in a variety of contexts
- to develop an understanding of the cultural contexts in which the language is spoken and differing levels of formality in language use
- to develop an understanding of the way language works
- to develop an understanding and appreciation of the customs of others
- to build students' intercultural awareness, understanding and sense of identity as they recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of French culture and its contributions to our own society (in areas such as technology, architecture, art, music, film, fashion, literature and cooking)
- to develop students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas

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Features

Students:

- listen to language input from CD and online sources and language modelled by the teacher. Visual support is provided as appropriate
- participate in verbal classroom games, pair work exercises and role play
- discover and use appropriate gestures
- offer responses in class and imitate pronunciation and intonation
- complete reading activities to familiarise themselves with new material
- make intelligent guesses about meaning with clues such as cognates
- do written tasks using vocabulary and grammatical structures
- apply their knowledge of vocabulary, spelling and grammatical rules and make comparisons with English
- discover aspects of the cultures of France and French speaking countries
- make intercultural comparisons

Assessment

Tests of listening, speaking, reading and writing. Students:

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation or role play
- read to identify main ideas and information from simple modified texts
- use vocabulary and language structures accurately and appropriately

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Languages - Year 8

In Year 8, students may choose to continue with Chinese and French or choose to replace one of them with Italian. As well as coursework students are encouraged to use online reinforcement at home.

Chinese (Mandarin)

Year 8 Chinese provides students with a continuing study of Chinese language and culture. Their knowledge of Chinese characters is reinforced and extended and they develop communication skills by using language in a variety of everyday situations. Tasks focus on the four skills of listening, speaking, reading and writing, with ongoing attention to accurate pronunciation and formation of characters. They experience Chinese language and culture through different resources such as songs, folk games, stories, the Internet and cuisine.

Topics

Term 1	Term 2
<ul style="list-style-type: none">describing personal appearancelearning about Western and Chinese Food	<ul style="list-style-type: none">daily routine of life, including:dates, months, days of the weektime
Term 3	Term 4
<ul style="list-style-type: none">clothes	<ul style="list-style-type: none">at the fruit marketshopping in a department store

Purpose

- to communicate in Chinese in both written and spoken form and in a variety of contexts
- to develop an understanding of the cultural contexts in which the language is spoken.
- to develop an understanding of the way language works
- to develop an understanding and appreciation of the customs of others
- to build students' intercultural awareness, understanding and sense of identity as they recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of Chinese culture and its contributions to our own society (in areas such as technology, art, music, and cooking)
- to develop students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas

Features

Students:

- listen to language input from electronic sources and language modelled by the teacher. Visual support is provided as appropriate
- discover and use appropriate gestures
- participate in classroom listening and speaking activities and then complete listening, vocabulary, grammar and translation exercises
- offer appropriate responses in class and imitate pronunciation and intonation
- do character tracing activities in class
- complete eWorkbook activities at home
- make comparisons with English language use
- make intercultural comparisons
- learn Chinese songs
- visit Chinatown to learn about the history of Chinese in Australia, eat a Chinese lunch and take part in a Chinese bracelet workshop.

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Assessment

Tasks focus on the four skills of listening, speaking, reading and writing, with ongoing attention to accurate pronunciation and formation of characters.

- students demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- they make simple statements as part of an oral presentation
- they read to identify main ideas and information from simple modified texts
- they use vocabulary and language structures accurately and appropriately

French

In Year 8 French students will be able to develop their listening, speaking, reading and writing skills with more rapid progress in grammatical understanding and greater challenges offered in vocabulary acquisition. Cultural knowledge is intrinsic to the language and students continue to develop intercultural awareness. They continue to compare and contrast language structures between their own language and French. Understanding of language structure in their own language is strengthened.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• houses in France and the French speaking world• saying where you are going	<ul style="list-style-type: none">• school life in France• opinions about school subjects• classroom stationery• time
Term 3	Term 4
<ul style="list-style-type: none">• leisure• sports• musical instruments you play	<ul style="list-style-type: none">• features of French towns• directions• saying what country you live in

Purpose

- to communicate in French in both written and spoken form and in a variety of contexts
- to develop an understanding of the cultural contexts in which the language is spoken
- to develop an understanding of the way language works
- to develop a tolerance for the different, but equally valid, customs of others
- to build students' intercultural awareness, understanding and sense of identity as they recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of French culture and its contributions to our own society (in areas such as technology, architecture, art, music, film, fashion, literature and cooking)
- to develop students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

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Features

Students:

- listen to language input from CD and online sources and language modelled by the teacher. Visual support is provided as appropriate.
- participate in verbal classroom games, pair work exercises and role play
- discover and then use appropriate gestures
- offer responses in class and imitate pronunciation and intonation
- complete reading activities to familiarise themselves with the new material
- make intelligent guesses about meaning with clues such as cognates
- do written tasks using vocabulary and grammatical structures
- apply their knowledge of vocabulary, spelling and grammatical rules and make comparisons with English
- use songs, strategies and visual organisers to support their learning
- discover aspects of the cultures of France and French speaking countries
- make intercultural comparisons
- use online resources such as Education Perfect at home.

Assessment

Tests of listening, speaking, reading and writing. Students:

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation or role play
- read to identify main ideas and information from simple modified texts
- use vocabulary and language structures accurately and appropriately

Italian

The Year 8 Italian course provides students with an introduction to the Italian language and culture. Students will be able to use their knowledge and strategies from Year 7 language learning to develop their skills across all areas. Cultural knowledge is intrinsic to the language and students continue to develop intercultural awareness. They compare and contrast language structures between their own language and Italian. Understanding of language structure in their own language is strengthened.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• greetings• introducing yourself and your family• likes and dislikes• numbers and age• days of the week• months and dates• birthdays and name days	<ul style="list-style-type: none">• family• describing people• time• numbers 30-100• animals• colours• Ancient Rome
Term 3	Term 4
<ul style="list-style-type: none">• music and Sport• leisure Activities	<ul style="list-style-type: none">• countries and languages• more on Leisure Activities

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Purpose

- to communicate in Italian in both written and spoken form and in a variety of contexts
- to develop an understanding of the cultural contexts in which the language is spoken
- to develop an understanding of the way language works
- to develop a tolerance for the different, but equally valid, customs of others
- to build students' intercultural awareness, understanding and sense of identity as they recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of Italian culture and its contributions to our own society (in areas such as technology, architecture, art, music, film, fashion and cooking)
- to develop students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas

Features

Students:

- listen to language input from CD and online sources and language modelled by the teacher. Visual support is provided as appropriate
- participate in verbal classroom games, pair work exercises and role play
- discover and then use appropriate gestures
- offer responses in class and imitate pronunciation and intonation
- complete reading activities to familiarise themselves with new material
- make intelligent guesses about meaning with clues such as cognates
- do written tasks using vocabulary and grammatical structures
- apply their knowledge of vocabulary, spelling and grammatical rules and make comparisons with English
- discover aspects of the culture of Italy
- make intercultural comparisons
- use online resources such as Education Perfect at home.

Assessment:

Tests of listening, speaking, reading and writing. Students:

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation or role play
- read to identify main ideas and information from simple modified texts
- use vocabulary and language structures accurately and appropriately

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Languages - Year 9

In Year 9, students may:

- continue with both of their Year 8 languages, OR
- select to continue one of their Year 8 languages, together with International Studies

(It is not possible for students to begin a different language at this level.)

Chinese (Mandarin)

In Year 9 Chinese (Mandarin) students learn to manipulate the language in order to participate in meaningful communication. They are encouraged to strive for accuracy and clarity of pronunciation and develop a wider range of intonation and stress patterns to assist their communication. Throughout the year, the socio-cultural dimension of their language learning challenges students to widen their horizons.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• revision I• shopping• making phone calls and visiting a friend	<ul style="list-style-type: none">• weather• eating out in a Chinese restaurant• weather and seasons
Term 3	Term 4
<ul style="list-style-type: none">• revision II• school subjects• school life	<ul style="list-style-type: none">• school life continued• directions

Purpose

- to communicate in Chinese in both written and spoken form and in a variety of contexts
- to develop an understanding of the cultural contexts in which the language is spoken
- to develop an understanding of the way language works
- to develop a tolerance for the different, but equally valid, customs of others
- to build students' intercultural awareness, understanding and sense of identity as they recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of Chinese culture and its contributions to our own society (in areas such as technology, art, music, and cooking).
- to develop students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas

Features

Students:

- listen to language input from electronic sources and language modelled by the teacher. Visual support is provided as appropriate
- discover and use appropriate gestures
- participate in classroom listening and speaking activities and then complete listening, vocabulary, grammar and translation exercises
- offer appropriate responses in class and imitate pronunciation and intonation
- do character tracing activities in class
- complete workbook activities at home

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- create their own sentences following models and or using what they have learned
- use their iPads to create movies and eBooks
- make intercultural comparisons
- learn Chinese songs/ watch a Chinese film
- use the kitchen at Tay Creggan to make Chinese dishes

Assessment

Tests of listening, speaking, reading and writing.

- students demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- they make simple statements as part of an oral presentation
- they read to identify main ideas and information from simple modified texts
- they use vocabulary and language structures accurately and appropriately

French

In Year 9 French, students continue to develop their skills across all areas with more rapid progress in grammatical understanding and greater challenges offered in building vocabulary. They are encouraged to merge grammatical knowledge and vocabulary topics in a more global way. Cultural knowledge is intrinsic to the language and students continue to develop intercultural awareness. They continue to compare and contrast language structures between their own language and French. Understanding of language structure in their own language is strengthened.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• discovering the Pyrénées region of France• the French National Day• the Canal du Midi• clothing	<ul style="list-style-type: none">• discovering Aquitaine and Basque culture• native animals• weather
Term 3	Term 4
<ul style="list-style-type: none">• discovering the South of France• eating out	<ul style="list-style-type: none">• the French Alps• French speaking Switzerland• buying a train ticket

Purpose

- to communicate in French in both written and spoken form and in a variety of contexts.
- to develop an understanding of the cultural contexts in which the language is spoken.
- to develop an understanding of the way language works.
- to develop a tolerance for the different, but equally valid, customs of others.
- to build students' intercultural awareness, understanding and sense of identity as they recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of French culture and its contributions to our own society (in areas such as technology, architecture, art, music, film, fashion, literature and cooking)
- to develop students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

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Features

Students:

- listen to language input from CD and online sources and language modelled by the teacher
- participate in verbal classroom games, pair work exercises and role play. Visual support is provided as appropriate
- discover and then use appropriate gestures
- offer responses in class and imitate pronunciation and intonation
- complete reading activities to familiarise themselves with the new material
- apply their knowledge of vocabulary, spelling and grammatical rules and make comparisons with English
- use songs, strategies and visual organisers to support their learning
- use written communication for consolidation of linguistic structures and greater language experimentation
- discover aspects of the cultures of France and French speaking countries
- make intercultural comparisons
- enrichment work is provided through French online activities
- watch a French film
- discover French songs
- view authentic French material for native speakers using online sources
- make use of authentic realia in the language
- use online resources such as Education Perfect as homework

Assessment

Tests of listening, speaking, reading and writing. Students:

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation or role play
- read to identify main ideas and information from simple modified texts
- use vocabulary and language structures accurately and appropriately

Italian

The Year 9 Italian course aims to develop the skills of listening, speaking, reading and writing to enhance the students' ability to communicate effectively in the Italian language. In oral work, the students are encouraged to develop greater accuracy, use intonation and stress patterns and to apply non-verbal forms of expression in role plays.

Written communication allows for consolidation of linguistic structures and greater languages.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• describing houses• getting around the city• asking and giving directions and locations• addressing people formally	<ul style="list-style-type: none">• shopping for clothes• expressing possession of objects• expressing what you want/can/must do• telephone conversations and making plans
Term 3	Term 4
<ul style="list-style-type: none">• describing past events• talking about parties and festivals	<ul style="list-style-type: none">• daily routine• health and fitness

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Purpose

- to communicate in Italian in both written and spoken form and in a variety of contexts
- to develop an understanding of the cultural contexts in which the language is spoken
- to develop an understanding of the way language works
- to develop a tolerance for the different, but equally valid, customs of others
- to build students' intercultural awareness, understanding and sense of identity as they recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt
- to broaden their horizons to understand a wider international environment
- to develop an appreciation of Italian culture and its contributions to our own society (in areas such as technology, architecture, art, music, film, fashion and cooking)
- to develop students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

Features

Students:

- listen to language input from CD and online sources and language modelled by the teacher. Visual support is provided as appropriate
- participate in verbal classroom games, pair work exercises and role play
- discover and then use appropriate gestures
- offer responses in class and imitate pronunciation and intonation
- complete reading activities to familiarise themselves with the new material
- make intelligent guesses about meaning with clues such as cognates
- apply their knowledge of vocabulary, spelling and grammatical rules and make comparisons with English
- use written communication for consolidation of linguistic structures and greater language experimentation
- discover aspects of the culture of Italy
- make intercultural comparisons
- use online activities for reinforcement and enrichment
- discover Italian songs
- learn an Italian poem for the Dante Alighieri Poetry Competition
- use online resources such as Education Perfect as homework

Assessment

Tests of listening, speaking, reading and writing. Students:

- demonstrate comprehension of information by responding appropriately or by identifying specific facts from listening texts
- make simple statements as part of an oral presentation or role play
- read to identify main ideas and information from simple modified texts
- use vocabulary and language structures accurately and appropriately

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Mathematics - Year 7

Topics

Term 1	Term 2
<ul style="list-style-type: none">• number• geometry	<ul style="list-style-type: none">• fractions• algebra
Term 3	Term 4
<ul style="list-style-type: none">• decimals• measurement	<ul style="list-style-type: none">• equations• statistics

Purpose

To develop and encourage:

- consideration of objects and activities from a mathematical perspective
- detection and explanation of mathematical ideas in the features of natural or manufactured things
- use of mathematics to help explain a phenomenon or object in the environment
- description of the mathematics in some representations of physical aspects of the world
- investigation of the meaning of numbers used to label and describe things met in daily life
- develop increasing awareness of how mathematics has been used to solve a broad range of problems, including key problems from historical contexts

Features

Students will be able to:

- use various geometric tools to make accurate representations of 2 and 3 dimensional objects
- use coordinates to represent the positions of points
- consolidate knowledge of the rational number system, in particular work with decimals from earlier levels and extend facility with negative numbers
- extend the range of estimation strategies used to support calculation with decimals, common fractions and percentages
- consolidate written methods of calculation and choose appropriately between written methods, calculators and estimation
- develop skills in selecting units and instruments appropriate to most measurement tasks and in specifying appropriate levels of accuracy for particular measurements
- increase knowledge of the interrelationship of units in the metric system
- carry out calculations involving perimeters, areas and volumes of simple 2 and 3 dimensional objects and use dissection methods to extend these ideas to more complex objects
- represent data graphically and summarise data using measures related to location and spread
- interpret graphical information and summarise statistics, and make predictions and estimates in simple situations
- use symbols to represent general rules for number sequences and relationships
- generate number pairs and use coordinates to draw and sketch graphs of linear relationships
- use algebraic expressions and geometrical representations to communicate ideas with increasing precision
- adopt an analytical approach to solving problems and use a variety of strategies for inquiry

Assessment

Assessments will essentially be of three types. The main type will emphasise students' development of their skills in all topics, particularly focusing on recalling concepts and processes in short answer and multiple choice questions. The second type of assessment will focus on applying their skills to complex, worded analysis and application problems. The third type will focus on problem solving and will be in a variety of formats and styles, including open ended and inquiry based.

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Mathematics - Year 8

Topics

Term 1	Term 2
<ul style="list-style-type: none">integer operationsfractions, decimals and percentages	<ul style="list-style-type: none">algebrameasurement
Term 3	Term 4
<ul style="list-style-type: none">decimalsmeasurement	<ul style="list-style-type: none">equationsstatistics

Purpose

To develop and encourage:

- consideration of objects and activities from a mathematical perspective
- detection and explanation of mathematical ideas in the features of natural or manufactured things
- use of mathematics to help explain a phenomenon or object in the environment
- description of the mathematics in some representations of physical aspects of the world
- investigation of the meaning of numbers used to label and describe things met in daily life
- develop increasing awareness of how mathematics has been used to solve a broad range of problems, including key problems from historical contexts

Features

Students will be able to:

- use various geometric tools to make accurate representations of two and three-dimensional objects
- consolidate knowledge of the rational number system, in particular work with decimals from earlier levels and extend facility with negative numbers
- interpret and use ratios in straightforward situations and demonstrate an appreciation of the relationship between ratios, fractions and percentages
- become familiar with computer applications involving numerical data, such as spreadsheets
- further develop skills in selecting units and instruments appropriate to most measurement tasks and in specifying appropriate levels of accuracy for particular measurements
- increase knowledge of the interrelationship of units in the metric system
- develop a more analytical approach to solving equations and representing linear functions
- use algebraic expressions and geometrical representations to communicate ideas with increasing precision
- check the appropriateness of answers and solutions, reporting results and posing new questions which may arise

Assessment

Assessments will essentially be of three types. The main type will emphasise students' development of their skills in all topics, particularly focusing on recalling concepts and processes in short answer and multiple choice questions. The second type of assessment will focus on applying their skills to complex, worded analysis and application problems. The third type will focus on problem solving and will be in a variety of formats and styles, including open ended and inquiry based.

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Mathematics - Year 9

Topics

Term 1	Term 2
<ul style="list-style-type: none">• linear equations• Pythagoras	<ul style="list-style-type: none">• linear graphs• indices
Term 3	Term 4
<ul style="list-style-type: none">• trigonometry• measurement	<ul style="list-style-type: none">• expansion and factorisation• statistics

Purpose

To develop and encourage:

- consideration of objects and activities from a mathematical perspective
- detection and explanation of mathematical ideas in the features of natural or manufactured things
- use of mathematics to help explain a phenomenon or object in the environment
- description of the mathematics in some representations of physical aspects of the world
- investigation of the meaning of numbers used to label and describe things met in daily life
- develop increasing awareness of how mathematics has been used to solve a broad range of problems, including key problems from historical contexts
- the employment of mathematical terminology and conventions to record and communicate the results of mathematical activity
- the use and interpretation of symbolic expressions of numerical concepts

Features

Students will be able to:

- represent and manipulate mathematical expressions and relationships which involve constants, linear, quadratic, reciprocal and exponential terms, using the operations of addition, subtraction, multiplication and division
- demonstrate equivalence between algebraic expressions, in particular, using exponentials, quadratics (expand and factorise), square roots and reciprocals
- use mathematical expressions to describe sequences and rules for relationships between variables and to formulate statements
- use formulas and simple mathematical models to solve practical problems involving measurement
- use rational approximations to irrational numbers and note their non-terminating form and surd notation
- interpret numbers expressed with positive and negative integer powers and use them to represent large and small numbers
- note abstract common patterns and structural features from mathematical situations and formulate conjectures, generalisations and arguments in natural language and symbolic form

Assessment

Assessments will essentially be of four types. The main type will emphasise students' development of their skills in all topics, particularly focusing on recalling concepts and processes in short answer and multiple choice questions. The second type of assessment will focus on applying their skills to complex, worded analysis and application problems. The third type will focus on problem solving and will be in a variety of formats and styles, including open ended and inquiry based. Examinations will also be undertaken in Year 9. The midyear examination will be set with a specific purpose of giving students examination preparation skills and the end of year examination will focus on assessing course work.

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Accelerated Mathematics

Selected students are offered a position in the Year 9 Accelerated course. This is a combination of topics selected from the Year 9 and Year 10 coursework and is designed to enable students to potentially accelerate into Mathematical Methods Units 1 & 2 in Year 10.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• trigonometry• indices• Pythagoras' Theorem	<ul style="list-style-type: none">• surds• measurement• expansion and factorisation
Term 3	Term 4
<ul style="list-style-type: none">• linear equations and graphs• quadratic equations and graphs	<ul style="list-style-type: none">• quadratic graphs• probability

Purpose

To develop and encourage:

- consideration of objects and activities from a mathematical perspective
- detection and explanation of mathematical ideas in the features of natural or manufactured things
- use of mathematics to help explain a phenomenon or object in the environment
- description of the mathematics in some representations of physical aspects of the world
- investigation of the meaning of numbers used to label and describe things met in daily life
- develop increasing awareness of how mathematics has been used to solve a broad range of problems, including key problems from historical contexts
- the employment of mathematical terminology and conventions to record and communicate the results of mathematical activity
- the use and interpretation of symbolic expressions of numerical concepts

Features

Students will be able to:

- represent and manipulate mathematical expressions and relationships which involve constants, linear, quadratic, reciprocal and exponential terms using the operations of addition, subtraction, multiplication and division
- demonstrate equivalence between algebraic expressions, in particular exponentials, quadratics (expansion and factorisation), indices and surds
- use mathematical expressions to describe sequences and rules for relationships between variables and formulate statements
- use formulae and mathematical models to solve practical problems using measurement in two and three dimensions
- note abstract common patterns and structural features from mathematical situations and formulate conjectures, generalisations and arguments in natural language and symbolic form
- investigate and distinguish between independent events and analyse and interpret events involving probability and chance variation
- use technology to explore algebraic manipulations and general algebraic patterns in symbolic form

Assessment

Assessments will essentially be of four types. The main type will emphasise students' development of their skills in all topics, particularly focusing on recalling concepts and processes in short answer and multiple choice questions. The second type of assessment will focus on applying their skills to complex, worded analysis and application problems. The third type will focus on problem solving and will be in a variety of formats and styles, including open ended and inquiry based. Examinations will also be undertaken in Year 9. The midyear examination will be set with a specific purpose of giving students examination preparation skills and the end of year examination will focus on assessing course work.

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Music - Year 7

Students experiment with sound and are introduced to the musical elements of tone colour, texture, musical expression, pitch, rhythm, dynamics, tempo and silence. Students learn to sing in unison and in parts using solfah syllables and hand signs. They also use the Sibelius notating program and GarageBand for creating music.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Performing Media: Percussion• Elements: focus on rhythm, tone colour, pitch• Practical rhythm activities• Sibelius• Singing in unison – solfah, hand signs• Listening, analysing and responding to music	<ul style="list-style-type: none">• Performing Media: Strings• Elements: focus on rhythm, tone colour, pitch• Practical rhythm activities• Sibelius• Singing in parts – solfah, hand signs• Listening, analysing and responding to music
Term 3	Term 4
<ul style="list-style-type: none">• Performing Media: Voice and Keyboards• Elements: focus on dynamics, texture, tempo• Singing in parts – solfah, hand signs• GarageBand composition• Listening, analysing and responding to music	<ul style="list-style-type: none">• Performing Media: Woodwind, brass• Elements: focus on dynamics, texture, tempo• Singing in parts – solfah, hand signs• GarageBand composition continued• Listening, analysing and responding to music

Purpose

The main purpose of this study is to provide students with opportunities to explore how music works as a form of expression and communication and develop knowledge, skills and understanding of music as an art form. It gives students a broad-based knowledge of fundamental aspects of music.

Features

- practising, rehearsing and performing a range of ensemble music (singing), and developing skills to perform expressively
- recording and sharing music ideas using notation and technology (Sibelius and GarageBand)
- listening to and responding to music, describing and explaining the use of the elements of music with different works

Assessment

- performance
- research
- composition using Sibelius and GarageBand

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Music - Year 8

Music at Year 8 is for one semester. Students continue working with the elements of music studied in Year 7 and explore music in media, film music and African music. They also learn to interpret and create graphic scores and to scoreread traditional scores. Students continue creating music using the Sibelius notating program and GarageBand.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Revision of musical elements• Graphic scores / Story boards• Performance• Film music• Podcast: Journey Through Space using GarageBand	<ul style="list-style-type: none">• African Music – African instruments• Ostinato / polyrhythmic composition• Call and response• Arranging four part rhythm using Sibelius• Scorereading

Purpose

The main purpose of this study is to provide students with opportunities to explore how music works as a form of expression and communication and develop knowledge, skills and understanding of music as an art form. It gives students a broad-based knowledge of fundamental aspects of music.

Features

- performing
- creating a podcast – GarageBand
- analysing music as used in media and film and responding to music, describing and explaining the use of the elements within different works
- arranging - Sibelius
- scorereading

Assessment

- performance
- research
- assignment – including creating music

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Physical Education/Health - Year 7

Physical Education and Health will be taught in an integrated curriculum within this subject. The content of each part of the course is outlined below.

Physical Education

Physical Education develops general motor coordination, movement skills and fitness through individual and team activities.

Topics

Term 1	Term 2
<p>Fitness Testing Students will complete 7 different fitness tests; testing their aerobic endurance, speed, agility, power flexibility and local muscular endurance. There is a focus throughout the year at working to improve or maintain their level of fitness in all areas in classes.</p> <p>Athletics The events undertaken include Sprinting, Discus, Shot Put, High Jump, and Long Jump. Students explore strengths and weaknesses and discover biomechanical theories to assist performances.</p> <p>Aquatics Students develop increased proficiency in the competitive swimming strokes and racing technique.</p>	<p>Volleyball Volleyball tests students' ability to create a higher level movement sequence. Team strategies are emphasised and group dynamics are explored.</p> <p>Striking Skills - Hockey This unit focuses on specific hockey skills in isolation and in games. Dribbling, passing and principles of attack and defence are introduced and refined.</p> <p>Striking Skills - Tennis Fundamental motor skills are reinforced and higher level skills are introduced. Communication as part of a doubles pair is an area of focus.</p> <p>Water Safety and Survival This involves Lifesaving skills and strategies to prevent and deal with accidents. Students develop problem solving skills within their team when working through initiative situations.</p>
Term 3	Term 4
<p>Fitness Students are introduced to the components of fitness and their importance in different sports. The students learn immediate and long term responses to exercise through guided discovery and meeting the National Physical Activity Guidelines.</p> <p>Gymnastics Students explore dominant movement patterns to perform simple routines by themselves and with groups. The emphasis is on exploration of the different apparatus including floor, beam, bars and vault.</p> <p>Aquatics Students develop increased proficiency in the competitive swimming strokes and racing technique.</p>	<p>Netball Game specific skills and positional play are the focus in this unit. The concepts of self assessment and peer assessment are introduced.</p> <p>Striking Skills - Softball Fundamental motor skills catching, throwing and hitting are mastered. Students learn about the game play and specific rules.</p> <p>Water Polo/Synchronised Swimming This involves movement in the water, sculling, body manipulation and control. Students develop a group routine to perform to music.</p> <p>Fitness Testing Students will complete 7 different fitness tests; testing their aerobic endurance, speed, agility, power flexibility and local muscular endurance. There is a focus throughout the year at working to improve or maintain their level of fitness in all areas in classes.</p>

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Purpose

Physical Education is a key part of the overall development and education of a child. It encourages the learning of the human body and the benefits of physical activity for individuals and others in the wider community. Students experience a range of physical activities, sports and recreational activities. Involvement in these physical activities, assists the development of motor skills and fitness, provides challenges, promotes growth, and provides team work and leadership opportunities. Through participation in practical classes, students develop socialisation skills, confidence in performance, application of motor skills in a variety of activities and intelligent thinking and strategic planning as part of a team.

Features

Students learn to participate safely in sporting activities and develop a broad appreciation of the benefits of physical activity through working as part of a team and participating in practical classes. Students develop and refine fundamental and game specific motor skills, movement patterns, aquatic skills. Students are provided with opportunities to practise and apply these skills during drills, games and modified sports, in organised game play.

Assessment

Students are assessed on the following key performance indicators:

- performance of proficient motor skills, in simple and increasingly complex skill development activities
- development of motor skills which are appropriate to specific major games, activities and sports
- application of motor skills and decision making in game play
- capacity to work as part of a team
- participating positively in class
- demonstrating responsibility for learning
- responding to advice

Health

The program aims to assist students in fulfilling their social and academic potential within a supportive environment.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• peer support	<ul style="list-style-type: none">• health education• values• changing and growing
Term 3	Term 4
<ul style="list-style-type: none">• personal hygiene tips• relating skills• bullying• digital citizenship	<ul style="list-style-type: none">• resilience• being SunSmart

Purpose

- create a sense of belonging at Strathcona
- learn positive social behaviours
- develop responsible ethical behavior in the digital world
- develop self esteem and resilience
- create peer connectedness and a sense of community
- acknowledge girls' changing bodies and health issues relevant to their ages and community
- develop positive learning skills

Features - The course includes reflection, discussion, group work and role plays to build positive relationships

Assessment - There is no formal assessment.

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Physical Education/Health - Year 8

Physical Education develops general motor coordination, movement skills and fitness through individual and team activities.

Topics

Term 1	Term 2
<p>Aquatics This involves refinement of stroke development to assist the development of aerobic endurance.</p> <p>Athletics The events undertaken include Sprinting, Discus, Shot Put, High Jump, and Long Jump. Students explore strengths and weaknesses and discover biomechanical theories to assist performances.</p> <p>Fitness Testing Students will complete 7 different fitness tests; testing their aerobic endurance, speed, agility, power flexibility and local muscular endurance. There is a focus throughout the year at working to improve or maintain their level of fitness in all areas in classes.</p>	<p>Striking Skills – Hockey/Soccer This involves further development of game skills and strategies. Positional play is emphasised and game rules enforced. The concept of transferring skills between games is highlighted as an important quality of a student's game development.</p> <p>Water Polo/Lifesaving/Fitness Sports specific skills such as sculling, throwing and catching in the water are taught. The principles of attacking and defending in games and positional play are emphasised. There is a continued focus of the development of aerobic endurance.</p>
Term 3	Term 4
<p>Gymnastics This involves exploration of the domains of gymnastics including aerobics, acrobatics, rhythmic gymnastics and extension of dominant movement patterns on apparatus and routine development as a group.</p> <p>Water Polo/Lifesaving Sports specific skills such as sculling, throwing and catching in the water are taught. The principles of attacking and defending in games and positional play are emphasized.</p>	<p>Badminton Fundamental skills and sports specific skills are taught. A self evaluation and peer evaluation.</p> <p>Basketball Students develop the game skills and strategies and positional play. The concept of transferring skill between games is highlighted as an important quality of a students game.</p> <p>Fitness Testing Students will complete 7 different fitness tests; testing their aerobic endurance, speed, agility, power flexibility and local muscular endurance. There is a focus throughout the year at working to improve or maintain their level of fitness in all areas in classes.</p>

Purpose

Physical Education is a key part of the overall development and education of a child. It encourages the learning of the human body and the benefits of physical activity for individuals and others in the wider community. Students experience a range of physical activities, sports and recreational activities. Involvement in these physical activities assists the development of motor skills and fitness, provides challenges, promotes growth, and provides team work and leadership opportunities. Through participation in practical classes, students develop socialisation skills, confidence in performance, and application of motor skills in a variety of activities and intelligent thinking and strategic planning as part of a team.

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Features

Students learn to participate safely in sporting activities and develop a broad appreciation of the benefits of physical activity through working as part of a team and participating in practical classes. Students develop and refine fundamental and game specific motor skills, movement patterns and aquatic skills. Students are provided with opportunities in a collaborative and cooperative setting, to practise and apply these skills during drills, games and modified sports, in organised game play.

Assessment

Students are assessed on the following key performance indicators:

- performance of proficient motor skills, in simple and increasingly complex skill development activities
- development of motor skills which are appropriate to specific major games, activities and sports
- application of motor skills and decision making in game play
- capacity to work as part of a team
- participating positively in class
- demonstrating responsibility for learning
- responding to advice

Health

The program aims to assist students in fulfilling their social and academic potential within a supportive environment and to empower positive relationships and a sense of community within the student year level.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• personal identity• changes and challenges	<ul style="list-style-type: none">• puberty• cyber safety• resilience• mental health
Term 3	Term 4
<ul style="list-style-type: none">• relationships• body image and self esteem• sexual health	<ul style="list-style-type: none">• harm minimisation• about alcohol• drug education• nutrition

Purpose

This program follows the Victorian Curriculum for Health and Wellbeing at Year 8.

- create a sense of belonging at Strathcona
- learn positive social behaviours
- develop responsible ethical behavior in the digital world
- develop self esteem and resilience
- create peer connectedness and a sense of community
- acknowledge girls' changing bodies and health issues relevant to their ages and community
- develop positive learning skills

Features

The course includes reflection, discussion, group work and role plays to build positive relationships

Assessment

There is no formal assessment.

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Physical Education/Health - Year 9

Physical Education develops physical skills of endurance, strength, speed and power as well as specific sport skills. The program extends the students' general coordination and perceptual skills through individual and team activities.

The Health component will focus on students making wise choices and understanding their responsibilities.

Topics

Term 1	Term 2
<p>Athletics Track and field athletic events are revised. Students use biomechanical principles to a greater extent to increase distances and decrease times in each relevant event. The girls participate in a team challenge.</p> <p>Netball Students continue to develop hand-eye coordination and team play in a range of activities. A greater emphasis is placed on team and strategies.</p> <p>Canoeing Canoeing provides an excellent opportunity to combine awareness of the opportunities available while using resources of the land and physical activity. Students explore the Yarra River and discover some of the recreational fun that it can provide. Students learn paddling techniques and develop personal and group skills in an unfamiliar environment.</p> <p>Fitness Testing Students will complete 7 different fitness tests; testing their aerobic endurance, speed, agility, power flexibility and local muscular endurance. There is a focus throughout the year at working to improve or maintain their level of fitness in all areas in classes.</p>	<p>Soccer This unit introduces skills and game specific to the game of soccer. Students assess their own skill level at the start and at the end of the unit and note improvements. They also use rubrics and assess team mates and learn to take advice from a team mate.</p> <p>Football Students enjoy Australian Rules Football with modified rules. They explore their comfort zones in an exciting contact sport. Hand-eye coordination and hand-foot coordination are emphasised as well as team and positional play.</p> <p>Touch Football Students develop teamwork in a new setting while developing perceptual skills and tactical skills. They develop skills and understand concepts that are transferable to other games as well as being important for the game they are playing.</p> <p>Ultimate Frisbee Students continue to develop hand-eye coordination and team play in a range of activities. A greater emphasis is placed on team and strategies.</p>
Term 3	Term 4
<p>Fitness/Lifestyle How fit am I? Students perform a cardiovascular/aerobic test to establish their own level of fitness and compare the results to norms of girls their age. They work on their personal fitness (in preparation for camps and Duke of Edinburgh's Award).</p> <p>Basketball Students continue to develop hand-eye coordination and team play in a range of activities. A greater emphasis is placed on team and strategies.</p>	<p>Volleyball Volleyball tests the students' ability to create an organised movement sequence. Higher-level skills are introduced and refined. Team strategies are emphasised, as well as set plays.</p> <p>Canoeing Students build their paddling skills and continue to explore the wonders of the Yarra. They become proficient in a variety of strokes and may have an opportunity to experiment with basic kayaking.</p> <p>Fitness Testing Students will complete 7 different fitness tests; testing their aerobic endurance, speed, agility, power flexibility and local muscular endurance. There is a focus throughout the year at working to improve or maintain their level of fitness in all areas in classes.</p>

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Topics for Health will include

- establishing and maintaining healthy relationships
- conflict resolution
- development of empathy
- personal safety
- relationships and positive self-belief

Purpose

Physical Education is a key part of the overall development and education of a child. It encourages learning about the human body and the benefits of physical activity for individuals and others in the wider community. Students experience a range of physical activities, sports and recreational activities. Involvement in these physical activities, assists the development of motor skills and fitness, provides challenges, promotes growth, and provides team work and leadership opportunities. Through participation in practical classes, students develop socialisation skills, confidence in performance, and application of motor skills in a variety of activities and intelligent thinking and strategic planning as part of a team.

The Health component aims to develop the personal resources for safe living and for maintaining healthy relationships.

Features

Students learn to participate safely in sporting activities and develop a broad appreciation of the benefits of physical activity through working as part of a team and participating in practical classes. Students develop and refine fundamental and game specific motor skills, movement patterns and aquatic skills. Students are provided with opportunities in a collaborative and cooperative setting to practise and apply these skills during drills, games and modified sports, in organised game play.

Assessment

Students are assessed on the following key performance indicators:

- performance of proficient motor skills, in simple and increasingly complex skill development activities
- development of motor skills which are appropriate to specific major games, activities and sports
- application of motor skills and decision making in game play
- capacity to work as part of a team
- participating positively in class
- demonstrating responsibility for learning
- responding to advice

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Science - Year 7

The Year 7 Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. This approach is evident as the student begins to develop her science skills through investigating the separation of mixtures, the Earth's resources, biodiversity and classification, interactions between organisms, forces, simple machines and Earth in space.

Topics

Term 1	Term 2
<ul style="list-style-type: none">curiosity, wonder and questioning: An introduction to laboratory equipment and proceduresparticle model: revision of the properties of solids, liquids and gases	<ul style="list-style-type: none">mixing and separation techniquesearth's resources: renewable and non renewable
Term 3	Term 4
<ul style="list-style-type: none">forcessimple machines and machines around us	<ul style="list-style-type: none">biodiversity and classificationinterdependence and interaction of living things with each other and their environment

Purpose

This course provides a 'sample bag' from most of the major areas within the Science discipline. It provides an introduction to the basic skills, processes and underlying theories of Science.

Features

Students experience being a scientist by acquiring the skills of scientific investigation often in a laboratory context. Students develop the ability to be able to interpret and communicate scientific ideas effectively and appreciate the dynamic role of Science in social and technological change.

Students will be able to:

- understand the importance of laboratory safety and correct use of equipment
- understand that scientific skills and processes are central to the study of science
- revise the properties of solids, liquids and gases
- identify a range of mixtures
- experience a range of methods to separate mixtures
- study a range of non renewable and renewable resources
- study biological basis of classification and methods of classifying groups of objects and living organisms
- appreciate how living things are interdependent and interact with each other and their environment
- identify types of forces and understand how they act
- investigate how simple machines have been developed to overcome forces acting on an object

Assessment

The assessment for this course is based on classwork and test results.

- 33% of the assessment grade is for the knowledge of the course content
- 33% is for being able to apply this knowledge and solve problems relating to the course content
- 33% is for communicating ideas scientifically such as in practical reports and assignment work

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Science - Year 8

This course encourages the students to think more scientifically and expand their knowledge of Science to include abstract concepts, theories, principles and models. Students explore how scientific work has led to an understanding about the natural world. They undertake an individual scientific research project which may be entered into the Science Talent Search competition.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• thinking and communicating scientifically• physical and chemical change	<ul style="list-style-type: none">• cells and microscopes• elements and compounds
Term 3	Term 4
<ul style="list-style-type: none">• body systems: digestive, circulatory, respiratory systems• using energy	<ul style="list-style-type: none">• rock types: igneous, sedimentary and metamorphic

Purpose

Students will be able to:

- develop their scientific language
- gain a greater understanding of scientific process
- solve problems relating to more abstract concepts of atomic structure and forces
- present information in a variety of forms including models, role plays and experimental reports
- gain a greater depth of understanding of scientific concepts

Features

Students will be able to:

- understand and use scientific methods to problem solve
- develop and carry out an experimental investigation
- understand that matter is composed of elements, compounds and mixtures
- understand that chemicals can react forming new substances
- understand that cells are the basic building block of living things and that they reproduce
- competently use a compound microscope
- highlight the differences between plant and animal cells
- explain the structure and function of cells and their organelles
- explain how different cells work together to form systems
- understand that the human body needs systems to get nutrients to our cells and wastes away
- outline the main components and functions of the digestive, circulatory and respiratory systems
- describe the structure of each organ in a system and relate its function to the overall function of the system
- investigate different energy types and ways to transfer energy especially heat and light energy
- explore different forms of energy transfers with an emphasis on heat energy
- classify igneous, sedimentary and metamorphic rocks, analyse their structure and investigate how they are formed

Assessment

The assessment for this course is based on classwork and test results.

- 33% of the assessment grade is for the knowledge of the course content
- 33% is for being able to apply this knowledge and solve problems relating to the course content
- 33% is for communicating ideas scientifically such as in practical reports and assignment work.

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Science - Year 9

Year 9 Science further develops an interest in science as a means of expanding each students' curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live. This course focuses on the nervous and endocrine systems, waves, light, sound, atomic structure, acids and bases, environmental science and the universe.

Topics

Semester 1	Semester 2
Biology <ul style="list-style-type: none">environmental science - factors that affect the Yarra Riverresponding and controlling: the human nervous and endocrine systems Physics <ul style="list-style-type: none">types of wavessoundlight behaviour and colour	Chemistry <ul style="list-style-type: none">atomic structure and the periodic tableacids and basestype and rates of chemical change Universe <ul style="list-style-type: none">the Solar Systemgalaxies

Purpose

Students will develop a greater sense of themselves as scientists and develop a greater appreciation of science as a human endeavour. Their science skills are further enhanced.

Features

Students will be able to:

- describe how coordination and regulation functions occur in animals
- describe the roles of the nervous system and endocrine system in the human body
- investigate the properties of sound waves
- describe the characteristics and uses of the electromagnetic spectrum
- investigate the behaviour of light when it is reflected and refracted
- investigate the behaviour of coloured light
- describe the structure of the atom and show an understanding of an atom's position and its properties in the periodic table
- explain the behaviour of atoms in chemical reactions and understand the types of chemical reactions that can occur
- investigate the properties of acids and bases
- describe the flow of matter and energy through an ecosystem
- investigate ways in which human activity has an impact on the environment at the local and global level

Assessment

The assessment for this course is based on classwork and test results.

- 33% of the assessment grade is for the knowledge of the course content
- 33% is for being able to apply this knowledge and solve problems relating to the course content
- 33% is for communicating ideas scientifically such as in practical reports and assignment work

2017

Year 9 Electives

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Art

Art in Year 9 is offered through two electives: 2D Art and 3D Art. Through a variety of art production techniques, personal documentation and self reflection, students consolidate and further develop creative thinking and visual problem solving skills. Folio work may include both traditional and non-traditional approaches to 2D and 3D media. Students investigate a range of artists and art movements, from different cultures and time periods, to gain a better understanding of the historical, cultural and personal functions of Art.

Topics

2D Art	3D Art
<ul style="list-style-type: none">• re-introduction to the Design Process, sourcing inspiration, documentation, designing, trialling, evaluating their 2D artworks.• students complete a range of drawing exercises utilising the environment at Tay Creggan. Drawings will be completed using various drawing media. These may then be used to create a folio of artworks exploring printmaking.• students take inspirational photographs using iPads. iPads are also used to document the design process.• students learn about relevant artists and art movements and complete written or oral tasks.	<ul style="list-style-type: none">• re-introduction to the Design Process, sourcing inspiration, documentation, designing, trialling, evaluating their 3D artworks.• students complete a range of exercises learning about the use of various 3D media. Students may explore a range of mixed media, metal and jewellery making techniques.• students take inspirational photographs using iPads. iPads are also used to document the design process.• students learn about relevant artists and art movements and complete written or oral tasks.

Purpose

To explore and use a variety of sources for inspiration, drawing upon other artists' work, as well as their own experiences, observations and imagination. They will trial a number of possible solutions to a topic. Students will make 2 dimensional and 3 dimensional art works combining and manipulating art elements and principles. They will use a range of media and techniques with increasing skill. Students will research different types of art forms and techniques from a range of contexts, they will analyse the design, techniques and meaning of art works. They will develop informed opinions and be able to enjoy creating and looking at artworks.

Features

Maintain a workbook to record studio experience, practical activities, research tasks. Create a number of finished artworks.

Assessment

Visual diary, folio of artworks, research task, written assignment.

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Drama

Year 9 Drama is provided via two semester length electives. In most cases students will only be able to enrol in one elective of Drama.

Drama provides a powerful setting for the students to develop many of the essential skills for the 21st Century. Drama plays a central role in our culture, both in communication and entertainment. Through research and practical workshops students will learn how Acting can be used to interpret and develop playscripts from the pre-modern era (works prior to 1880) for performance. Students will learn about the theatrical styles and associated conventions of Shakespearean Theatre, Commedia dell'arte and Ancient Greek Theatre and utilise these conventions in the development of their own performance of an excerpt/s of text. They will also work on creating and developing a group-devised play that will focus on the conventions of Non Naturalism. Each unit will culminate in a performance to a live audience. The students will also see a professional and school productions and writer reviews critiquing the performances.

Purpose

Through their participation in this course, students will learn about different styles of acting. They will also develop their creative expression, self-confidence, knowledge of specific theatrical styles, theatre history and knowledge of themselves and others. The Year 9 Drama program will have at its focus 'The Actor in Theatre' and also the 'Pre-Modern Era of theatre history - works prior to 1880'. The performance of an excerpt of a play incorporating specific theatrical conventions will be the goal of each term's work. Students will also view a play from the pre-modern era and apply these skills to the interpretation of their play for performance.

The Drama course will involve students analysing texts, creating an interpretation or recontextualisation of a script, developing characters, refining themes, rehearsing a play or excerpts of a play and performing a play or excerpts of a play for an audience. The students will move from 'the page to the stage' bringing the text to life in a three-dimensional art form. The performance will be held at Tay Creggan. The students have the choice of where in Tay Creggan the performance will occur to enhance the specific theatrical style and the intended relationship with their audience. The play/s studied will belong to specific theatrical styles and performance traditions.

The three periods from the pre-modern era of theatre studied will include Elizabethan and Shakespearean theatre, Commedia dell'arte and Ancient Greek Theatre. Students will learn about contexts, cultural origins, theatrical styles, use of stagecraft and performance possibilities for each unit. Through practical workshops students gain knowledge of how these periods have shaped and contributed to the world of pre-modern theatre.

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Term 1	Term 2	Term 3	Term 4
<p><i>Elizabethan and Shakespearean Theatre. Romeo and Juliet</i></p> <p>This course focuses on the analysis, interpretation and possible recontextualisation of excerpts of <i>Romeo and Juliet</i>. The students will focus on the development of characters, physical theatre and heightened language to bring their scenes to life. The unit will culminate in an evening performance to a live audience.</p>	<p><i>Drama Victoria Youth Theatre Festival.</i> Students will create, develop and present a student devised performance from a specific stimulus given to them by Monash University. They will attend a full day workshop at the university, working with students from other schools. They will create their own group devised performance. The unit will culminate in a performance to a live audience at Strathcona and then a performance at Xavier College with other schools in Kew.</p> <p><i>Performance Analysis.</i> Students will write a performance analysis on the Year 10 Drama production.</p>	<p><i>Commedia dell'arte.</i> This area of study explores the theatrical style of Commedia dell'arte. Through practical workshops involving acting and the application of the stagecraft areas of music costumes and masks, students will creatively develop a comic scenario for performance to a live audience. Some workshop will be run by theatre professionals.</p> <p><i>Ancient Greek Theatre.</i> This course of study focuses on the analysis and interpretation of an excerpt of a Greek Tragedy. Students will recontextualise their scene, develop their characters and include stagecraft to create a performance for a live audience.</p>	<p><i>Malthouse Theatre Festival.</i> Students will attend a workshop at Malthouse Theatre and receive a stimulus from which they will create a non-naturalistic piece of group-devised theatre. Non-naturalistic conventions will include transformation of character, time, place and prop. The unit will culminate in an evening at Strathcona and a performance at the Malthouse Theatre against other participating schools.</p>

Features

- students will learn how acting and other stagecraft can be informed by different theatrical styles and contexts
- students learn about the processes of developing character, the effect the audience has on acting and the use of music and sound to enhance text interpretation
- students will employ a range of acting techniques
- through rehearsal and performance students gain knowledge of how playscripts can be developed and interpreted
- students will work collaboratively to develop plays for performance

Assessment

- Shakespearean Performance
- Group devised Performance for Drama Victoria Youth Theatre festival
- Theatrical Review of Theatre Production
- Commedia Performance
- Ancient Greek Tragedy performance
- Group devised non naturalistic performance.

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Food Technology

This exciting and enjoyable 'hands on' course builds on the practical skills developed in Year 8 Food Technology. It has an emphasis on food preparation skills and nutrition and provides the opportunity for students to develop an understanding of the impact of food choice on their health. There is a focus on improving their organisational skills and creativity. Students will be encouraged to experience new flavours and ingredients, adapt recipes to suit various circumstances and plan menus for themselves and others.

Semester 1 or 2 – Around the World	Semester 1 or 2 – Food and Entertaining
<p>Practical - Various food items related to International Cuisine</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none">design your own noodles in a box <p>Assessment Task 2:</p> <ul style="list-style-type: none">global goodies assignment	<p>Practical - Various food items related to hospitality and entertaining</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none">morning tea design exercise <p>Assessment Task 2:</p> <ul style="list-style-type: none">design, produce, evaluate decorated chocolate mud cake

Purpose

Undertaking this subject will enable the student to develop:

- positive attitudes to healthy eating and lifestyle
- food preparation skills
- problem solving skills in relation to food preparation
- skills in food selection and preparation
- organisational, sequential and cooperative skills
- planning, designing, production and evaluation of food and menus
- initiative, independence and self-reliance
- investigative skills
- ability to work cooperatively in groups to achieve a common goal
- creativity

Features

Students will research, design, cook and serve a range of food items, including sweet and savoury, entrée, main and dessert. Students will be encouraged to adapt recipes using a wide variety of ingredients in order to enhance the nutritional value of the food.

Students will learn a range of basic nutritional concepts and will apply this knowledge to work undertaken in practical classes. Students will undertake research assignments, design exercises and dietary analysis in relation to the above.

Assessment

Semester 1 or 2 – Around the World

- design your own noodles in a box
- global goodies assignment

Semester 1 or 2 – Food and Entertaining

- morning tea design exercise
- design, produce, evaluate decorated chocolate mud cake

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Horticulture – Elective - Year 9

Purpose

To provide students with an introduction to the cultivation of plants – in particular, the growing of vegetables. This subject has a strong practical base and will require students to commit to maintaining their garden plot.

Topics
<ul style="list-style-type: none">• plant selection for growing season and location• propagation of plants from seed and seedlings• maintenance of a vegetable garden• elements of garden design• requirements for successfully growing plants: soils, fertilisers, pesticides, plant reproduction

Features

- development of a garden plot containing a variety of vegetables and documenting its progress
- horticulture research project of choice
- practical investigations
- excursions: visit to a nursery, visit to a native edible food garden, planting of indigenous plants at a local park

Assessment

- preparedness to choose appropriate plants for a garden plot and care and maintain the garden plot.
- work effectively as a member of a team in maintaining a garden plot.
- research into an aspect of horticulture
- diary of establishment and maintenance of garden plot
- practical reports

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ICT - iPad App Development / Game Design

Year 9 ICT – iPad App Development / Game Design is a semester length course that teaches the fundamentals of computer programming specifically in relation to the creation of games and mobile applications. Students will have the opportunity to explore their own interests and work on a team project in which they will create a mobile application or game of their choice. In learning the skills they need for their project, students will work through a number of guided tutorials that teach the important concepts. Students will be encouraged to adapt these tutorials to produce their own programs and demonstrate their understanding.

Purpose

Undertaking this subject will enable the student to develop:

- an appreciation of some of the skills in the ICT industry
- problem solving skills
- skills in computer programming
- organisational, sequential and cooperative skills
- initiative, independence and self-reliance
- investigative skills
- ability to work cooperatively in groups to achieve a common goal
- creativity

Features

Students work through a number of guided tutorials that teach the important concepts. They will adapt these tutorials to produce their own programs (Apps) and demonstrate their understanding. Students learn how to create a prototype for a computer program and to pitch an idea for production. They will work cooperatively, assigning roles to those in the group and reflecting on the group dynamics at the conclusion of the project. Students will also work on a large scale project requiring them to be aware of deadlines and project requirements.

Assessment

- tutorial folio
- design proposal
- major project

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ICT – Robotics

Year 9 ICT – Robotics is a semester length course that teaches the fundamentals of computer programming specifically in relation to the building of robots to solve problems or complete tasks. Students work in teams and progress through a number of challenges that teach the important concepts. On the completion of each challenge, teams earn badges which demonstrate the skills that they have mastered. Students will have the opportunity to explore their own interests and work on a team project. In doing so, students adapt the skills and engineering concepts that they have learnt to the design and function of their own robot.

Purpose

Undertaking this subject will enable the student to develop:

- an appreciation of some of the skills in the ICT and engineering industries
- problem solving skills
- skills in computer programming
- organisational, sequential and cooperative skills
- initiative, independence and self-reliance
- investigative skills
- ability to work cooperatively in groups to achieve a common goal
- creativity

Features

Students work in teams and progress through a number of challenges that teach the important concepts. They will adapt these skills to produce their own robot to demonstrate their understanding. They will work cooperatively, assigning roles to those in the group and reflecting on the group dynamics at the conclusion of the project. In working on their major robot program, students will be required to be aware of deadlines and project requirements.

Assessment

- theory assignments
- challenge folio
- major robot design

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Music

Students continue working with the musical elements explored in Years 7 and 8. They will develop skills using iPads and apps such as MadPad, Sonic Pics and GarageBand and will continue using Sibelius. Students will learn to multitrack, as well as some in-depth recording and editing techniques. Students will also learn to sync visuals to sound and will create a sound track to a short video.

Topics

- iPads in Music – What’s in a Name?
- elements of Music
- creating a song from scratch
- blues song
- soundscape – Spooky Music
- composing program music and digital storytelling
- getting started with film scoring – Haunted House or Big Buck Bunny

Purpose

To provide students with opportunities to explore how music works as a form of expression and communication, and as an art form where student use notation and available technologies (iPad apps and Sibelius) to create mood music, special effects and record and share their music.

Features

- students learn to use iPads in music commencing with the GarageBand app. They explore the instruments found in this app and learn to record, add new tracks to a previous recording and how to use the mixer to balance tracks
- students learn how to create a pop song, incorporating chords, guitar, bass, drums and keyboard. They record their song or arrangement and learn how to overdub
- students explore sound tracks used in films, discovering how composers manipulate musical elements to create mood. Using iPads and Sibelius, students compose their own program music, or record stories that include images or video, narration, music and sound effects
- students create a sound track to a given video. They learn how to add a video to a score (Sibelius), to sync visuals to sound, and to add hit points (for special effects)

Assessment

- two completed compositions of program music / digital storytelling
- folio of projects

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Music Extension

This course is particularly designed for students who are currently learning an instrument, or studying voice, and who wish to further develop their skills in **performing**, in both an ensemble and solo context. Skills will be developed in **analysis** of orchestral works as well as a focus on the works being studied by each individual student, thereby enhancing the understanding and performance of the chosen repertoire. Students will also consolidate their **theoretical knowledge** and further explore how the musical elements are utilised and manipulated in their chosen works. Students will also learn and rehearse at least one ensemble (group) work which will be performed.

Topics

- exploring elements of music and style
- analysis / theory
- performance – ensemble / solo

Purpose

To provide students with opportunities to interpret, rehearse and perform ensemble and solo repertoire in a range of styles and forms, demonstrating technical control, expression and stylistic understanding required for all levels of performance or external examinations e.g. AMEB, Trinity Guildhall etc.

Features

- theory – keys, chords, intervals, rhythm, melody, form
- analysis – Students will analyse a movement or section of an orchestral work using their theory knowledge. They will also analyse one solo work from their own individual repertoire, currently being studied
- students will practise and rehearse a group work, interpreting the repertoire with technical and expressive skill and an awareness of stylistic conventions.
- students will perform music applying techniques and expression to interpret the composer's use of the elements of music.

Assessment

- analysis of set work and student chosen work
- performance

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Video Production

Year 9 Media – Video Production is a semester length course that teaches the fundamentals of video technology and film making. Students will be shown the ways in which scenes are constructed and shot using different camera movements and creative methods to frame what is on screen. Through the production of two short videos, students will be introduced to the techniques used in pitching a concept, scripting and storyboarding a movie. Students will work in teams and work on a large video production project of their own choice.

Purpose

Undertaking this subject will enable the student to develop:

- an appreciation for the planning that takes place behind the scenes
- skills in storyboarding and script writing
- team work skills
- camera skills – framing subjects for different situations and to convey different emotions
- skills in film editing
- the ability to recognise some of the techniques and shot types using by professional film makers and photographers
- ability to work cooperatively in groups to achieve a common goal
- creativity

Features

Students create two small movies as a way of introducing and practicing some of the core concepts. They will apply what they have learnt in the production of their own short movie and demonstrate their understanding. Students learn how to create a pitch an idea for production and illustrate it with storyboards and a script. They will work cooperatively, assigning roles to those in the group and reflecting on the group dynamics at the conclusion of the project. In working on their own short movie, students need to be aware of deadlines and project requirements.

Assessment

- short movie 1
- short movie 2
- major project

years 7-9 2017 curriculum handbook

2017 Humanities Scope and Sequence diagram for Years 7-12

2017 Humanities Scope & Sequence (Years 7-12)

