



STRATHCONA
BAPTIST GIRLS GRAMMAR

Years 7-9

Curriculum Handbook

2020



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Introduction

“General Education is useful not because we remember everything we learn or because we can apply it, but because it helps us think, feel and imagine”. Harry S Broudy

In Years 7-9 are year's students' continue their general education which becomes more specialised in Year 10. This booklet outlines the courses of study available for students in Years 7-9 in 2020. 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.

Year 7

Students entering Year 7 need to choose two languages from Chinese, French and Italian. This requires careful consideration as it will be possible to continue one or both of those Year 7 languages in later years but not the third. For example, a student who chooses French and Italian at Year 7 will not be able to take Chinese in Year 8 if she decides then that Chinese would have been a better choice for her.

Another consideration is that Asian and European languages are very different. Choosing Chinese along with one of the European languages would be a wise move for many students as, for example, study in French would support study later in life in Italian, and vice versa, but Chinese is a very different language. Partly because of this difference, Chinese can be a more difficult language to learn but the rewards of learning the language are great.

Factors that should be considered in the decision:

- Family background
- Continuing a language started in primary school
- Primary school experience with language learning
- Potential to use the language in life and work
- Academic strengths of the student

Students who require additional support for their learning will be placed in the Learning Enhancement class which will replace one of the languages. English as an Additional Language (EAL) is available to students who have recently arrived from non-English speaking countries.

If you have questions regarding this choice, please contact Senior Dean of Learning, Research and Innovation, Ross Phillips on rphillips@strathcona.vic.edu.au or 87797582.

Year 8

Language study is a very important part of education with advantages that go well beyond the benefits of having facility in languages other than one's own. These include benefits to the development of:

- problem solving skills and creativity
- abstract thinking
- literacy in English
- ability to learn
- communication skills
- understanding of other cultures
- understanding of one's own culture
- understanding of diversity
- business/employment opportunities
- skills that assist university success
- social prospects
- access to literature/entertainment

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However, studying two languages other than English is not for everyone. Digital Futures is an alternative which develops valuable skills in technology. Students who take this option will continue one of their languages from Year 7 as well. These students need to be aware that in Year 9 they would continue the language they study in Year 8. Note: digital technologies is an important part of our curriculum. All students will gain key skills in use of technology and will have the opportunity to take elective subjects in Year 10 and in the VCE. Language study should not be dropped at Year 8 without careful consideration. The Victorian Curriculum requires each student to study a language to at least Year 9 level as an important part of their general education.

Each student has the option of either:

Continuing both Year 7 Languages

OR

Continuing one Year 7 Language and studying Digital Futures

It is important to also consider how this decision will impact Year 9 options

In 2021 your daughter's Year 9 options will depend on what she has taken at Year 8.

1. If she studied two languages in Year 8, she has the following options in Year 9:

Continue both Year 8 Languages

OR

Continue one Year 8 Language and commence International Studies or Digital Futures

2. If she studied one language and Digital Futures in Year 8, she has the following option in Year 9:
Continue with her Year 8 Language and commence International Studies or continue Digital Futures

Year 9

Students entering Year 9 in 2020 have the following options:

Continue both Year 8 Languages or the Year 8 Language and Digital Futures

OR

Continue one Year 8 Language and commence International Studies or Digital Futures

All through this period the 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

Senior Dean of Learning, Innovation and Research

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#coLAB - Years 7 and 8

The requirements for success in the 21st Century are broader than reading, writing and arithmetic. In a report by the World Economic Forum called 'The Future of Jobs', the most highly ranked skills for employability in 2020 included Complex Problem Solving, Critical Thinking, Creativity, People Management and Coordinating with Others¹. This fits in well with the first guiding principle of our Strategic Vision, which is to be courageous and creative in thinking, learning and research. We want all people in the Strathcona community to consider themselves life-long learners who continuously seek to understand, innovate and improve.

#coLAB is an important part of this vision. This week-long intensive program allows students to reach beyond the constraints of the curriculum and produce rich problems that can have an impact beyond the classroom, to build deeper knowledge and skills that are vital in the new world of work. In #coLAB, students work collaboratively through the design process to develop solutions to open-ended, real world problems. Digital Technologies are an important part of these solutions, as students apply their understandings and helping them achieve Levels 7 & 8 of the Digital Technologies Victorian Curriculum.

¹ World Economic Forum. (2016, January). The future of jobs: Employment, skills and workforce strategy for the fourth industrial revolution. Retrieved from <https://www.weforum.org/reports/the-future-of-jobs>

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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 service learning
- social skills development
- collaborative learning
- connection with the city and local community
- developing leadership attributes

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

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

All Year 9 students are expected to continue language learning to Year 9 level under the Victorian Curriculum. At Strathcona, students continue one or two languages they have studied at Year 8. If they take one language, they choose from International Studies and Digital Futures for their second subject.

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.

A 'rites of passage' journey – Camp2Campus, undertaken in Term 2 is a six day camp where students are challenged to hike, raft and ride along the Yarra River from its source to Tay Creggan.

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.

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EnvisionTC - Year 9

School is often seen to be about becoming; however, students are not only preparing to be somebody in the future, they are being somebody now. Students need authentic opportunities to engage in tasks which use 21st Century skills – those of critical and creative thinking, entrepreneurship opportunities, to work collaboratively to solve problems and develop products and to be able to inspire, engage and demonstrate independence.

Our Envision program celebrates a focus on the acquisition of key competencies through three modules– Enterprise, Engage and Engineer. Using the theme of Year 9 being a year of Exploration, our purpose is to use each module to develop a suite of skills that are “future-proof” and transferable. Within the Envision program there is choice, but also scope to go beyond traditional classrooms and school boundaries as we partner with business and community organisations. During the year, all Year 9 students will participate in Enterprise, Engage and Engineer.



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Learning Enhancement Centre

The Learning Enhancement 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 Learning Enhancement Centre supports all students and provides access to numerous educational support and extension programs.

The Learning Enhancement Centre also underpins the learning of teachers and parents through consultation, team planning, teaching sessions and resourcing.

Formal assessments occur prior to entry into Year 7, and in Years 7, 8, 9 This assessment provides our teachers with excellent data to base their pedagogy and a more precise framework on which to personalise learning.

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 workshops, 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. Members of the Learning Enhancement team run programs such as the Da Vinci Decathlon, Future Problem Solving and UN Debating to extend and provide opportunities to explore their talents.

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. The Outdoor Education Group are experts at providing a journey-based facilitation of pastoral 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 Point Leo. The girls will also participate in a curriculum-based experience at Point Nepean National Park. Students will have two nights at Golden Valleys Lodge and enjoy the Giant Swing and group challenge activities on site. The camp is four days/three nights in mid Term 1.

Year 8s experience a hardtop and forest based camp in Term 2, travelling to Camp Jungai and Cathedral Ranges State Park. In small groups, they will spend two nights camped on the Cathedral Range in tents and bushwalking with a guided rock journey. They will also spend a day rafting down the Goulburn River including fishing at a local trout farm for lunch. At Camp Jungai, the focus will be on Indigenous cultural and environmental education. Other Jungai activities like high and low ropes will focus the girls on leadership and problem solving. The camp is six days/five nights in late Term 2.

Year 9 students will embark on the 'Camp to Campus'. This 6-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

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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 6 days/5 nights in Term 2.

Compass and Duke of Edinburgh's Award

The Compass Award is a junior program for students aged 10-14 years, modelled on the Duke of Edinburgh's Award. It is designed to enhance the development of children, allowing them to choose their own challenging activities and show commitment in each of the following categories: Hobby, Physical Activity, Volunteering and Exploration. There are four levels to the award, with the commitment of three hours in each area for Level 1, then a gradual increase in time commitment for each increase in level.

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. Year 9 students are registered for their Bronze at Tay Creggan and use the Camp to Campus experience to satisfy their Adventurous Journey requirement. In Years 10 and 11, there is an opportunity for students to complete Silver and Gold levels.



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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
Science	c	c	c
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	o	o	o
• Italian	o	o	o
• Chinese (Mandarin)	o	o	o
Health and Physical Education			
• Physical Education	c	c	c
• Health	c	c	c
• Food Technology		c	c
ICT, Design and Technology			
• Integrated across the curriculum	c	c	c
• Digital Futures		o	o
Interdisciplinary Studies			
• #coLAB	c	c	
• EnvisionTC			c
Outdoor Education	c	c	c

c Core Subject

o An option at this year level within the constraints on pages 2 and 3

e Art, Drama and Music are incorporated in the Envision program at Year 9 along with Food Technology, Careers Design, Entrepreneurship and Engineering

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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.

Topics

Semester 1	Semester 2
Painting and Drawing <ul style="list-style-type: none">• introduction to the Art Elements and Principles• introduction to the Art process. 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 observational drawing exercises using different types of media and techniques• students complete written responses and discussions on relevant artists and artworks• students complete a number of larger artworks using media introduced in class	Ceramics <ul style="list-style-type: none">• introduction to working with clay• introduction to the Design Process. 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, analyse and respond to their own and other artists work. 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.

Topics

Semester 1	Semester 2
Textiles <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 textile artwork using a variety of media and techniques introduced in class• students complete a Research Project on a relevant artist or theme	Drawing and Printmaking <ul style="list-style-type: none">• introduction to the Art Elements and Principles. Learning how to apply these to specific artworks and understand visual conventions• 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• 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, making and looking at art works.

Features

Maintain a visual diary to record studio experience, analyse, evaluate and respond to their own and other artists work. 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. Christian Education aims to endorse positive character traits. Students are valued and empowered and have opportunities to develop positive relationships, based upon virtues such as trust, forgiveness, integrity and compassion.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• introduction to the Bible• the stories and miracles of Jesus• developing a relationship with God and with each other• the significance of Easter	<ul style="list-style-type: none">• Chapel Service• Abraham, the patriarch and God's covenant• the narrative story of Joseph with emphasis on Christian values of forgiveness, courage and reconciliation.
Term 3	Term 4
<ul style="list-style-type: none">• the narrative story of Moses with a focus on the christian values of freedom, justice, faith and hope.• Chapel Service	<ul style="list-style-type: none">• the baptism of Jesus• the life and teaching of Jesus• the early Church• the Christmas story

Purpose

To understand:

- the 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
- ethical analysis of concepts such as freedom, justice, rights and responsibilities, and the extent they are and should be valued by different individuals and groups (Moses)
- Investigations analysis why ethical principles may differ between people and group, considering the influence of cultural norms, religion, world views and philosophical thought (The early Church).

Features

- role plays
- story writing
- mapping
- singing
- chapel services

Assessment

Students are expected to complete set tasks during class and complete other tasks as listed on MyStrathcona.

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Christian Education - Year 8

Students develop an understanding of what Christian values look like when put into action. Students will examine Christian leaders from history and identify the values that enabled them to leave a long lasting legacy that influenced society. There is a focus on positive relationships, based upon virtues such as trust, forgiveness, integrity and compassion. These values will also be explored in regards to the fruits of the Holy Spirit. Students will also implement service initiatives that generate community spirit and aid for those in need. They will develop an deeper understanding of the Bible as a sacred text while examining the beliefs and values portrayed by fearless women in the bible. Students will also research the history of the life of Jesus.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Christian Values -<ul style="list-style-type: none">◦ Faith in action- serving each other• Famous Christians from history• Easter Church Service	<ul style="list-style-type: none">• The Fruits of the Holy Spirit• Chapel Service
Term 3	Term 4
<ul style="list-style-type: none">• the search for the historical Jesus• Journal Writing	<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• Chapel Service• The Christmas Story

Purpose

- to gain an understanding of the relevance of the Bible in today's society and its significance to the Christian life
- to receive inspiration from the stories of Biblical women who through their beliefs were able to live inspirational lives
- to comprehend the foundations of Christian philanthropy as faith in action by researching a chosen Christian charity and completing project work
- investigate criteria for determining the relative importance of matters of ethical concern and ethical obligation and decision making (Faith in Action)

Features

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

Assessment

Students are expected to complete set tasks during class and complete other tasks as listed on MyStrathcona.

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Digital Futures – Year 8

The Foundation for Young Australians projects that jobs in the future will need increasing skills in:

- Digital literacy,
- Entrepreneurial and independent thinking,
- Problem solving, and,
- Critical thinking.

This year-long course is designed to develop these skills for students who are opting out of studying two languages at school. It will supplement the Year 8 Digital Technologies curriculum with an emphasis on collaboration, problem solving and project-based learning.

Topics

Term 1 - Robotics	Term 2 - Media
Students will be introduced to robotics using the Lego Mindstorms platform. They will explore the basic functions of programming, including conditional statements and loops, before working in teams to creating a robot of their own design to meet a brief.	Students will develop media creation and literacy skills. They will develop their understanding of the complexity of media in the 21 st century and go through the development process to produce their own media production.
Term 3 – Wearable Technology Creation	Term 4 – Virtual Reality Development
Students will be introduced to the development of wearable technology using LilyPad sewable electronics. They will build on their knowledge of coding from Term 1 by exploring text-based coding in the Arduino environment.	Students will explore this new type of media and examine how it is already beginning to impact on a variety of industries. They will develop a product for the Oculus Rift.

Assessment

The majority of the assessment is project-based, supplemented with presentations and quizzes.



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Digital Futures – Year 9

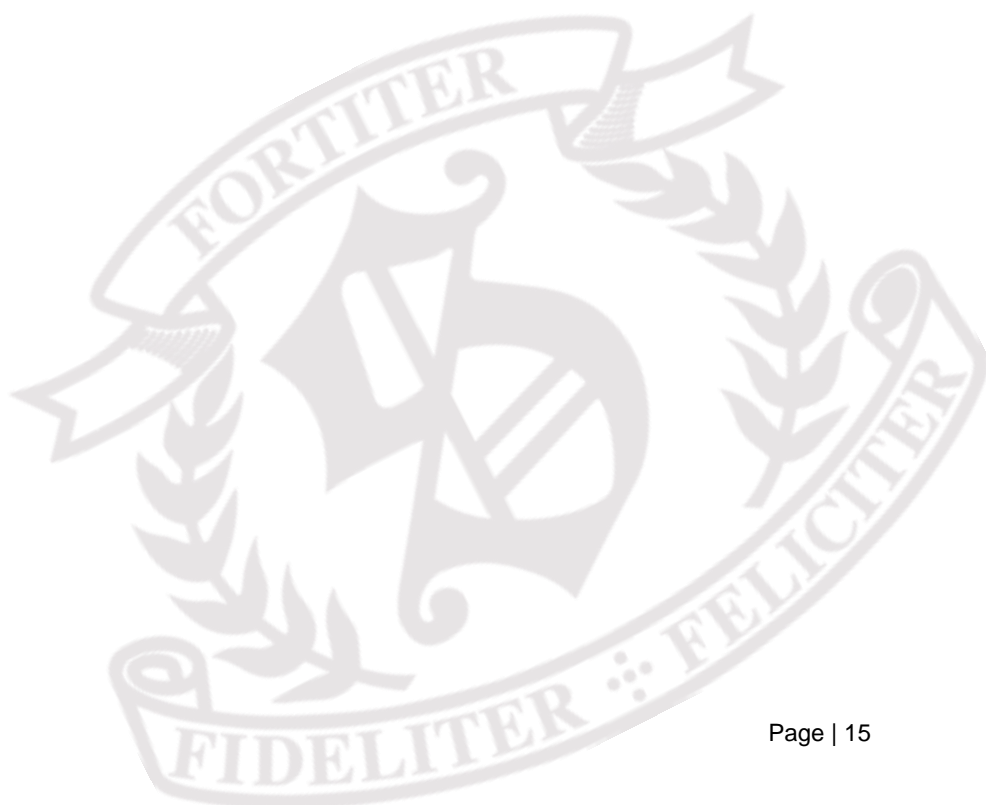
Technology has been disrupting and evolving a large number of careers, according to the Future of Jobs report by the World Economic Forum. This subject for Year 9 students intends to develop their capacity in STEM. It will supplement the Year 9 Digital Technologies curriculum with an emphasis on collaboration, problem solving and project-based learning.

Students will develop and pitch new products using skills in both block and text-based coding. They will explore new technologies including Augmented Reality and learn how to create digital media including video.

Term 1 - Programming and Robotics	Term 2 - Media
Students will use the Hummingbird Robotics Bit to develop a product of their own design to meet a brief.	Students will develop media creation and literacy skills. They will develop their understanding of the complexity of media in the 21 st century and go through the development process to produce their own media production.
Term 3 – Networking and Web Development	Term 4 – Augmented Reality and 3D Modelling
Students will explore the basics of networking. They will learn how to use HTML/CSS to create a website.	Augmented reality is used in a variety of industries to add layers of meaning to the physical world. Students will examine the ideas behind augmented reality and produce their own augmented reality product including a 3D model.

Assessment

The majority of the assessment is project-based, supplemented with presentations and quizzes.



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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 honed. Critical reflection and evaluation of the work follow every performance.

Topics

Term 1	Term 2	Term 3	Term 4
<u>Dance and Choreography.</u> Devising dance routines for specified outcomes.	<u>Group devised Drama based on a specified prop and mood.</u>	<u>Soap Opera.</u> Creating an original Soap Opera incorporating its stock characters and plots.	<u>Documentary Drama.</u> Developing an original play incorporating the specific conventions.
<u>Group devised Drama.</u> Collaborative play building based on specified stimulus.	<u>Neutral scripts</u> used as stimulus for creating an original narrative for performance	<u>Murder Mystery.</u> Solve a crime based on specific evidence for performance using specific conventions.	<u>Teacher -in -role.</u> Entire class improvisation based on specific characters.
<u>Dance Drama</u> – Using music as a stimulus for storytelling	<u>Fantasy.</u> Developing an original play incorporating the specific conventions.	<u>Musical Comedy.</u> Creating <i>Peter Pan the Musical</i> .	<u>Storm Scene - Wizard of Oz.</u> Visual theatre and working with text.
<u>The Western.</u> Developing plays incorporating the conventions of the performance style.	<u>Solve the Mystery.</u> Creating a group devised Thriller based on specific evidence.	<u>Theatre Sports.</u> Lateral thinking and improvisation skills develop through theatre games.	<u>Visual image</u> used as stimulus for group devised performance.
<u>Fairytales.</u> Inventing an original fairytale incorporating the appropriate conventions of the genre.	<u>Working with Scripts.</u> The Nutcracker. Rumpelstiltskin Wizard of Oz	<u>Gangster Plays.</u> Creating an original play incorporating its stock characters and plots.	<u>Performance to an audience.</u> Bringing a script excerpt to life for Junior School students.
<u>TV Commercials.</u> Creating commercials for a specified age range and product.	<u>Melodrama.</u> Creating an original melodrama incorporating its stock characters and plots.	<u>Physical Theatre.</u> Creating set and props using actor's bodies.	
	<u>Suspense.</u> Creation and manipulation of tension for performance.		

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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

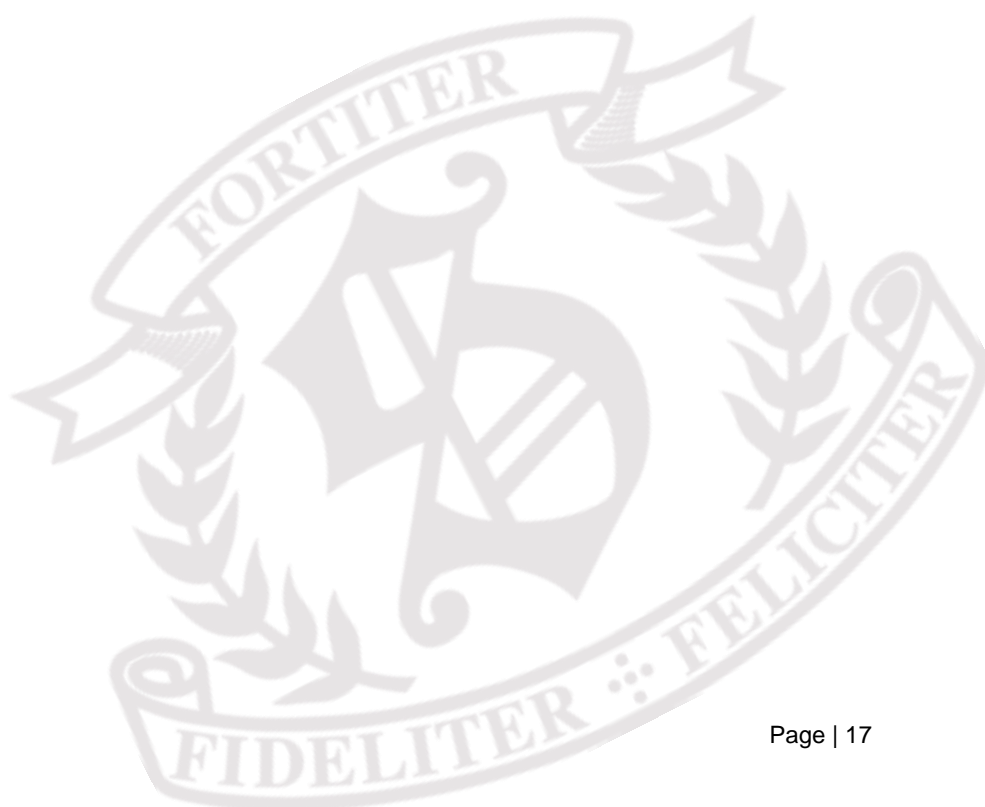
Features

Students are introduced to a variety of dramatic forms and are provided 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 encouraged and 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
Shakespearean Theatre. Performance Style – Elizabethan Theatre. Theatrical Conventions – Heightened Language. Heightened Movement, Asides, Iambic Pentameter.	Pantomime Theatre – Children's picture book used as stimulus for performance. Theatrical conventions – Stock Characters, Heightened Movement, Heightened Vocal Delivery, Music. Song, Abolition of 4 th Wall, Audience interaction. <u>Performance to live audience.</u> ELC students
<u>Performance 1 Macbeth</u> – Heightened movement and creation of character and place.	Theatre Sports Games and Competitions. A range of theatre games will be explored to develop lateral thinking skills and performance confidence.
<u>Performance 2</u> – Excerpts from Shakespeare's Midsummer Night's Dream	
Improvisation Variety of Improvisation Games and Lateral Thinking and Problem Solving challenges. Skill acquisition – Spontaneous decision making. Problem Solving. Lateral thinking.	

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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Students will learn how acting and other stagecraft can be informed by different theatrical styles and contexts.

Assessment

A range of assessment tasks are provided:

- 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

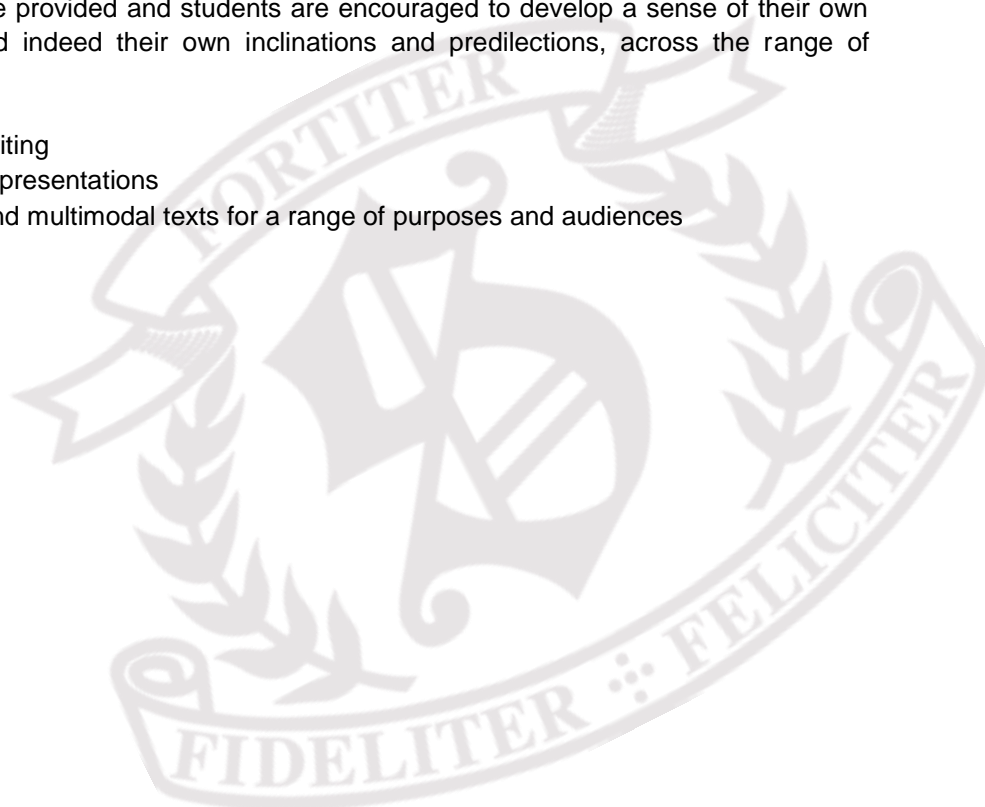
Features

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 Crewexamination of descriptive writing and literary devices	<ul style="list-style-type: none">study of <i>Falling From Grace</i> by Jane Godwin, a coming of age novel exploring adolescence and identitypublic speaking
Term 3	Term 4
<ul style="list-style-type: none"><i>A Single Stone</i> by Meg McKinlay	<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 artworkuse of descriptive vocabulary: images, metaphors, similes, verbs, adjectives to create a mood or atmosphere	<ul style="list-style-type: none">study of the play <i>A Midsummer Night's Dream</i> by William Shakespearepublic speakingWriters' 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 studydebating

Year 9

Term 1	Term 2
<ul style="list-style-type: none">literature study of the graphic novel <i>The Complete Maus</i> by Art Spiegelman	<ul style="list-style-type: none">comparative literature study of the novel <i>When Michael Met Mina</i> by Randa Abdel-Fattah and Freedom Stories
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>

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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

Each week the student will undertake a practical task.

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

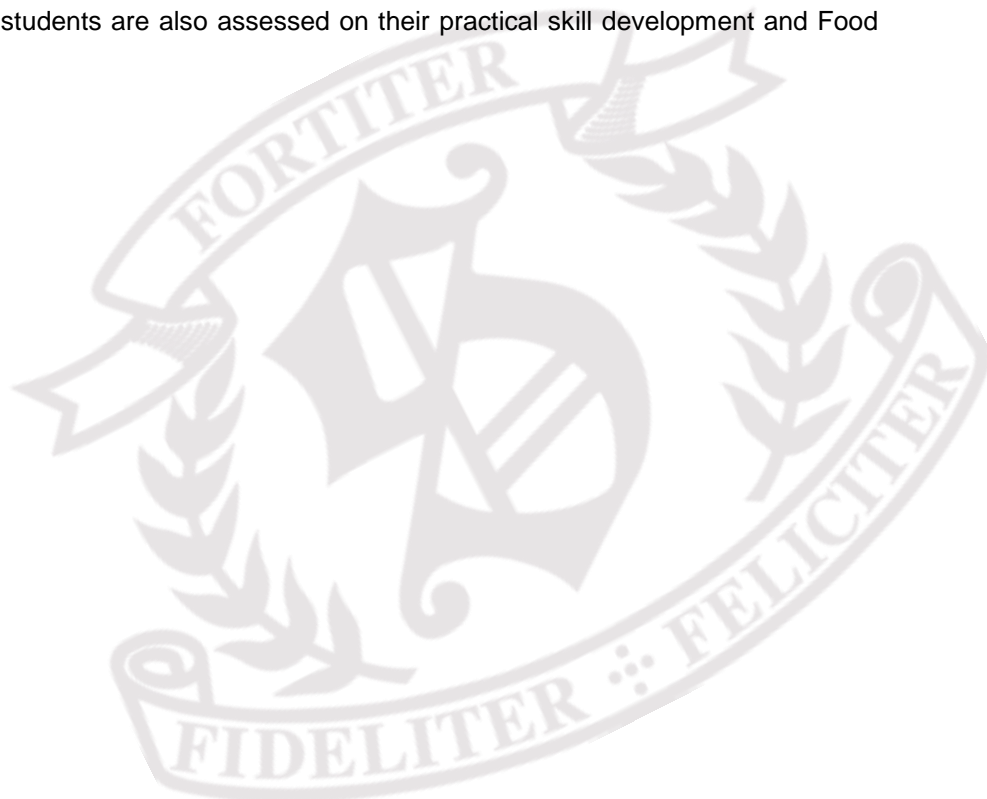
Features

Students will research, design, cook and serve a range of food items, including sweet and savoury dishes, main meals and desserts. Students will also be encouraged to adapt recipes using a wide variety of ingredients in order to enhance food for families and entertaining and the nutritional value of the food and to accommodate specific dietary needs.

Assessment

Students will undertake four major assessment tasks:

- healthy muffin design, production and evaluation
- healthy pizza design, production and evaluation
- Australian biscuit design, production and evaluation
- practical skills and blog: students are also assessed on their practical skill development and Food Technology Weekly Blog



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Humanities – Years 7 & 8

Civics & Citizenship, Economics & Business, Geography and History

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.

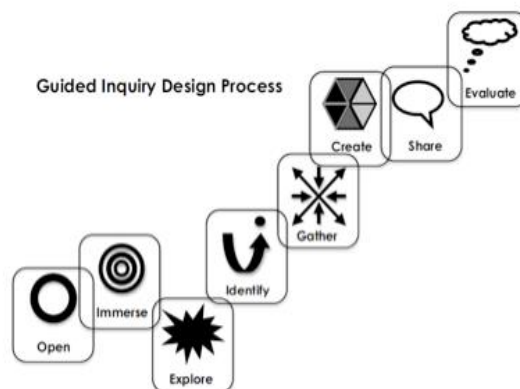


Figure 1: Image of Guided Inquiry from: Kuhlthau, C. C., Maniokes, L.K. and Caspari, A.K. (2015). *Guided Inquiry: Learning in the 21st Century* (2ndEd). California: Libraries Unlimited).

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	Water in the world In this focused study of a renewable environmental resource, students study water to: <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
	Landforms and landscapes In this study of geomorphology, students examine landforms and landscapes to: <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	Place and liveability In this focused investigation of place and liveability, students examine: <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
	Changing nations This study investigates the changing human geography of countries by examining: <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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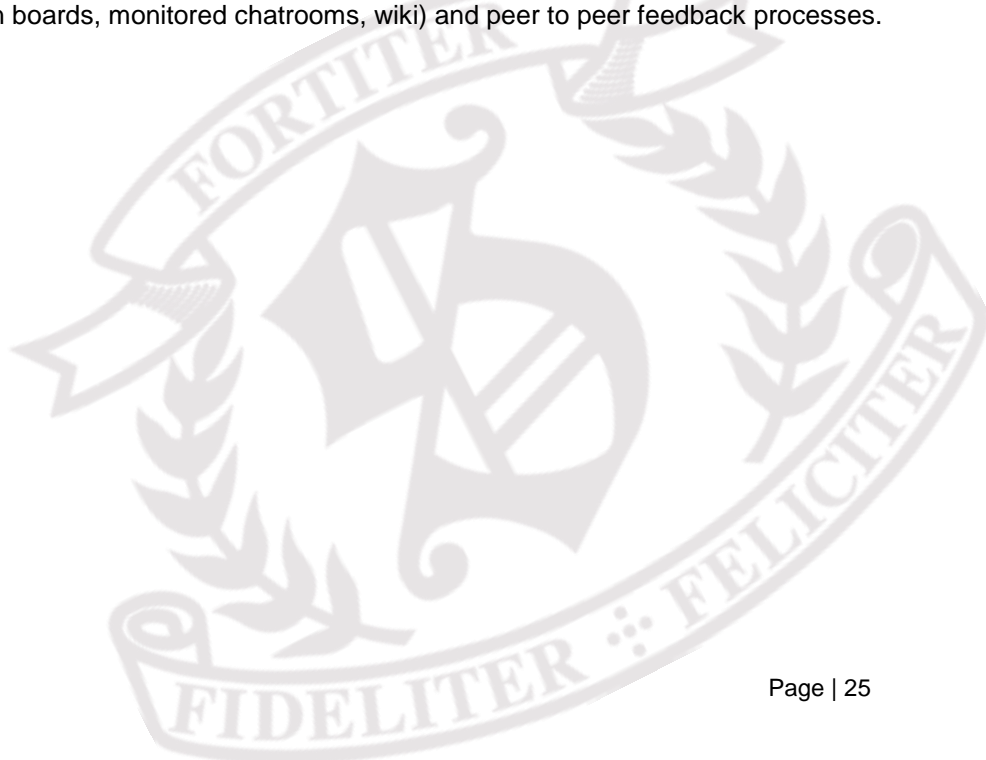
History

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

Year 7 and Year 8 students studying the range of Humanities subjects (Civics & Citizenship, Economics & Business, History and Geography) 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.



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Humanities – Year 9

Civics & Citizenship, Economics & Business, Geography and History

Civics & Citizenship

Civics and Citizenship provides Year 9 students with opportunities to develop their understanding of:

- 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

Economics & Business

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:

- 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

Geography

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:

Physical Geography	Biomes & Food Security <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
	Environmental Change & Management <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.
	The Geographies of Wellbeing <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.

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Human Geography	Geographies of Interconnection <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:

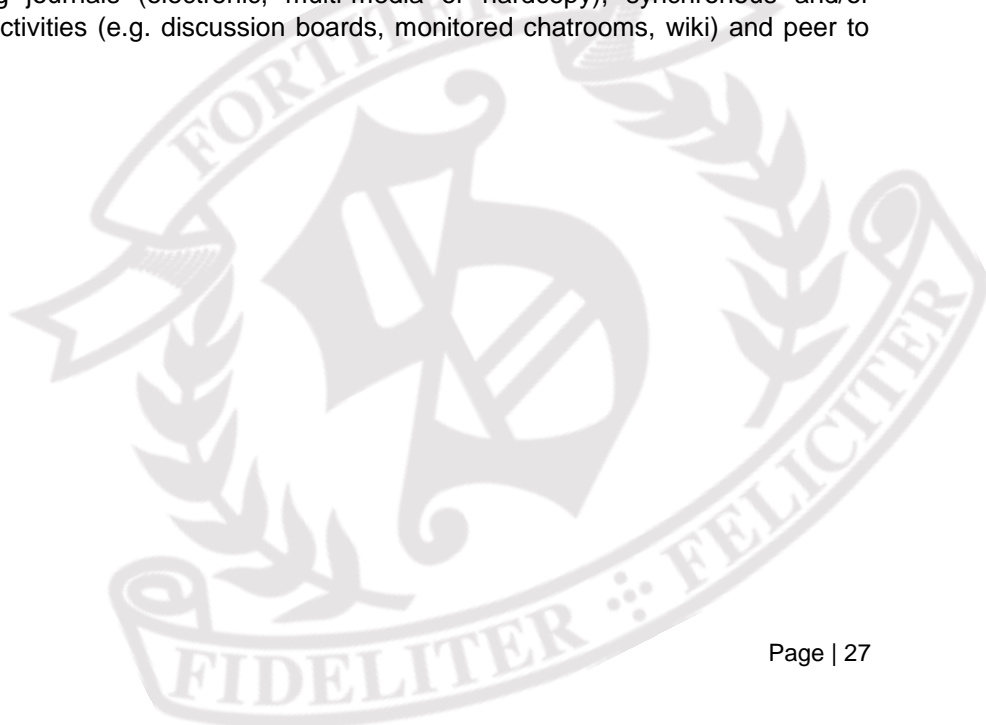
- the period of industrialisation and rapid change in the ways people lived, worked and thought
- the era of nationalism and imperialism
- the colonisation of Australia which was part of the expansion of European power
- the period 1750 – 1918 culminated in World War I 1914-1918, the 'war to end all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



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International Studies - Year 9

Given the increasing impact of globalisation on our lives, International Studies seeks to build students' awareness of international issues, cultures and impacts pertaining to individual and industry choices. Students learn to identify traits of Global Citizens to understand how they might fit into this complex world. They explore current issues that arise in the media through regular quizzes and debates. Students develop an understanding of how issues are addressed by government bodies, non-government organisations and individuals. They work in pairs, groups and individually to research issues and discuss ethical dilemmas. Students will complete an Independent Extended Learning Project (IELP) that is designed to expose students to a range of media, perspectives and information, which they can subsequently use to create a summative report on an international issue of their choice.

Topics

Semester 1
Global Issues: <ul style="list-style-type: none">Identifying local, national and international issuesUse of a variety of sources in exploring world newsExploration of current International issues highlighted in the media Global Citizens: <ul style="list-style-type: none">Introduction to globalisation and our role as individuals in this 'Global Village'Exploration of examples of Global Citizens Global Governance: <ul style="list-style-type: none">Introduction to governing organisationsEvaluation of Non-Government Organisations (NGOs) and their impacts on global issuesIntroduction to the Global Goals with focus on Women & Girls' Education
Semester 2
Global Conflicts: <ul style="list-style-type: none">Short overview of conflicts occurring in the worldDefining immigrants, emigrants, refugees, asylum seekers Media File – (Independent Extended Learning Project): <ul style="list-style-type: none">Collection of research, written work and creative pieces reflecting the students' chosen topic Responsible Tourism <ul style="list-style-type: none">Introduction to types of tourismExploration of issues and impacts that occur from tourismInvestigation of individual choices and activities that represent 'responsible tourism'

Purpose

The aim of this subject is to further develop students' social and cultural literacy, by exploring the various interconnections that they have with the globalised world, through choices they make and groups they support. Students will develop an understanding of the values, beliefs, choices and impacts of themselves and others around the world. Students completing this subject should come away with a sense of how they can be a better Global Citizen.

Assessment

Students complete a range of assessment tasks selected from: guided inquiry exercises, analysis of primary and secondary sources, short answer guided responses, case study or research inquiry projects. Students will have opportunities to give formal and informal oral presentations, with class debates and online discussion boards used to gauge their understanding. There will be one major research assignment in each semester, that students will present as a hardcopy as well as a short oral presentation of their findings.

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Languages

Chinese, French and Italian

("Chinese" in this document refers to the Modern Standard Chinese, the official version of the language and that studied for VCE Chinese.)

In **Year 7**, all three of the languages currently offered at Strathcona are available to students. Students will choose **TWO** of the three languages and will study them for the full year. **Note: it will NOT be possible to change languages at mid-year.**

In **Year 8**, students may continue these two languages or choose to replace one of them with Digital Futures. **(It is not possible for students to begin a different language in Year 8.)**

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 or Digital Futures
- (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. The Victorian Curriculum requires students to continue at least one language to Year 9. 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.
- French - a major European language
- Italian - a major community language in Victoria

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. As bilingual or plurilingual capability is the norm in most parts of the world, we are offering our students the best chance to compete in this increasingly interconnected world and workplace.

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 choose **TWO** of these three languages.

Chinese and Chinese (Proficient)

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 media such as songs, folk games, stories and online resources.

For students of Chinese-language background and near native-speaking skills, the Chinese (Proficient) class will be available to enable them to build on their more extensive experience in the language. Access to this course will need to be discussed and approved at subject selection time.

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
- to develop an understanding of the cultural contexts in which the language is spoken
- to develop an understanding of the way the 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 Chinese
- 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 supplementary 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
- to develop an understanding of the cultural contexts in which French 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 French-speaking communities
- 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 French
- 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 online sources and language modelled by the teacher. Visual support is provided as appropriate
- participate in verbal classroom games, pair work exercises and role plays
- 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 words which look similar in both languages
- 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

Italian

Year 7 Italian provides students with an introduction to Italian language and culture, including the more formal study of language structure. Given the diversity of previous experience in learning Italian 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 Italy and the Italian speaking world.• greetings• introducing yourself and your family• numbers and age• days of the week	<ul style="list-style-type: none">• likes and dislikes• months and dates• numbers 1-100• birthdays and name days• school life in Italy• commands• school subjects and sports
Term 3	Term 4
<ul style="list-style-type: none">• family• describing people• time• leisure activities• comparisons between English and Italian family celebrations• recognising some Latin connections between Italian and English	<ul style="list-style-type: none">• animals• colours• describing animals• life in Ancient Rome

Purpose

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- 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 Italian 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 Italian-speaking communities
- 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 Italian
- 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, literature and cooking)
- to develop students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas

Features

Students:

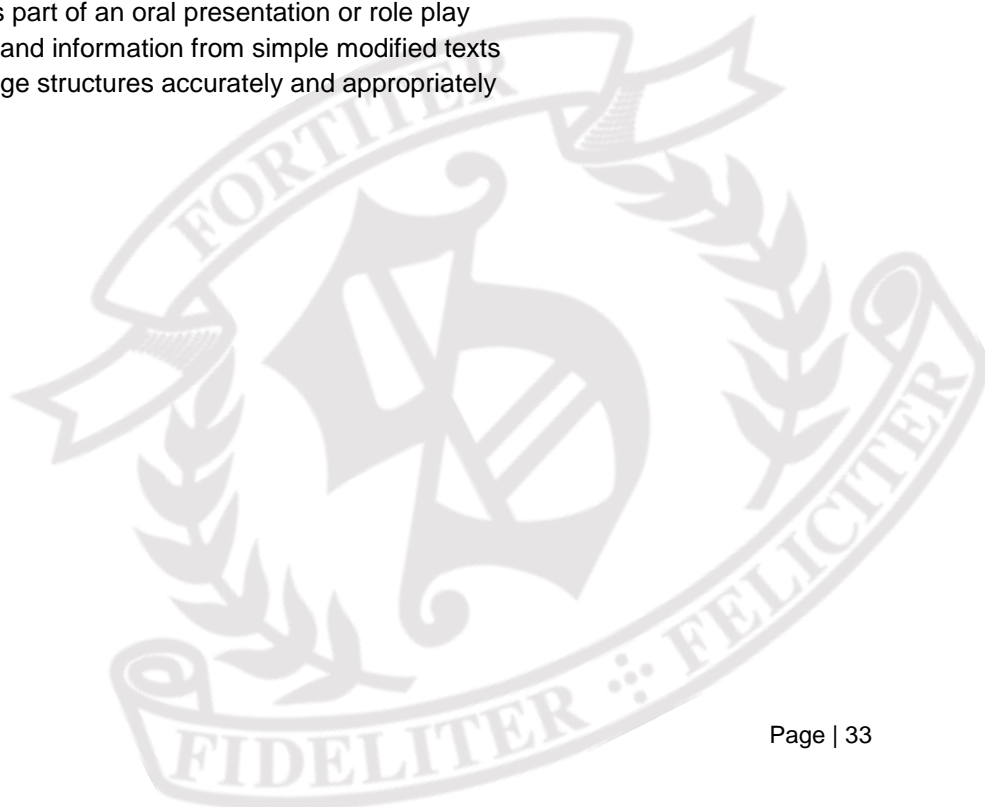
- listen to language input from online sources and language modelled by the teacher. Visual support is provided as appropriate
- participate in verbal classroom games, pair work exercises and role plays
- discover and use appropriate gestures
- offer responses in class and imitate pronunciation and intonation
- 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 Italy and Italian 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 their two Year 7 languages or choose to replace one of them with Digital Futures. As well as coursework students are encouraged to use online reinforcement at home through the use of Education Perfect.

Chinese

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.

For students of Chinese-language background and near native-speaking skills, there will be the opportunity to access an advanced course to enable them to build on their more extensive experience in the language. Access to this course will need to be discussed and approved at subject selection time.

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:<ul style="list-style-type: none">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 Chinese is spoken
- to develop an understanding of the way language works
- to develop an understanding and appreciation of the customs of Chinese-speaking communities
- 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 Chinese
- 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
- 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 French 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 French
- 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.

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

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- 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 offers students the strategies and skills to maintain and extend their communication, reading and listening comprehension and writing skills and expand their vocabulary through a variety of themes. Cultural knowledge is intrinsic to the language and students continue to develop intercultural awareness. They continue to compare language structures between their own language and Italian.

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

Topics

Term 1	Term 2
<ul style="list-style-type: none">• talk about pastimes• making plans for the weekend	<ul style="list-style-type: none">• talk about nationalities and what languages people speak• talk about the weather
Term 3	Term 4
<ul style="list-style-type: none">• talk about where to go, how to get there and what time to catch a mode of transport• ask and say what time someone is arriving or leaving	<ul style="list-style-type: none">• talk about food and food preferences• Euro currency• Food culture

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 Italian 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 Italian
- 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

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Features

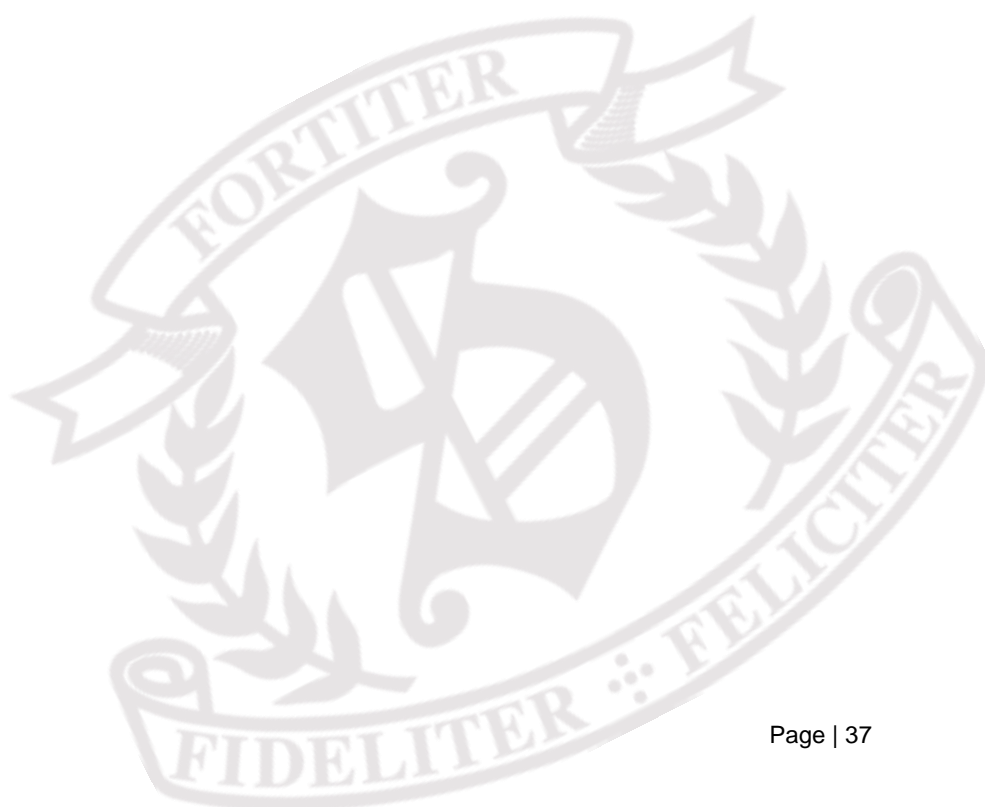
Students:

- 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 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

In Year 9 Chinese 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.

For students of Chinese-language background and near native-speaking skills, there will be the opportunity to access an advanced course to enable them to build on their more extensive experience in the language. Access to this course will need to be discussed and approved at subject selection time.

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 Chinese 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• train travel

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 French 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.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• daily routine• health and fitness	<ul style="list-style-type: none">• describing houses• getting around the city• asking and giving directions and locations• addressing people formally
Term 3	Term 4
<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	<ul style="list-style-type: none">• talking about past events• describing outings• learning about Italian festivals

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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 Italian 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

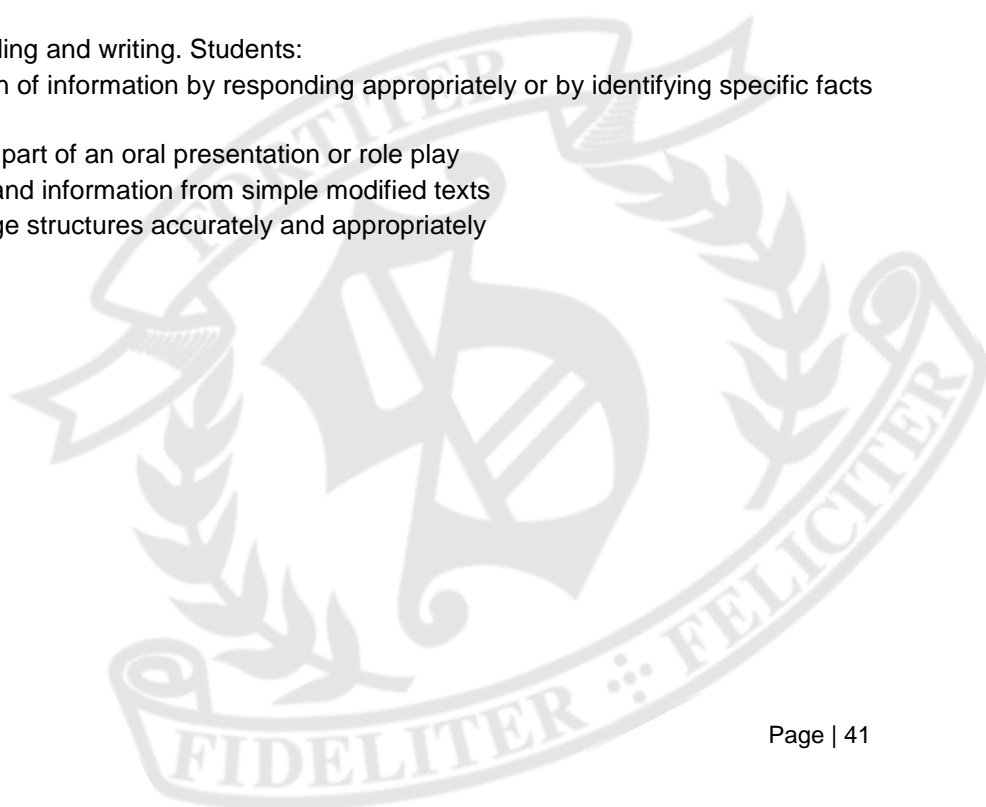
Students:

- 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 words which look similar in both languages
- 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 operationsAlgebra	<ul style="list-style-type: none">Fractions, decimals and percentagesMeasurement
Term 3	Term 4
<ul style="list-style-type: none">EquationsRates and ratiosProbability	<ul style="list-style-type: none">Straight-line graphsGeometry

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• Simultaneous equations• Pythagoras	<ul style="list-style-type: none">• Linear graphs• Indices• Surds
Term 3	Term 4
<ul style="list-style-type: none">• Trigonometry• Measurement	<ul style="list-style-type: none">• Statistics• Logarithms

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.

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Accelerated Mathematics

Students who have demonstrated the need for significant challenge are offered a position in the Year 9 Accelerated course. This is a combination of topics 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">• Surds• Indices• Measurement	<ul style="list-style-type: none">• Linear functions• Simultaneous equations• Expansion and factorisation
Term 3	Term 4
<ul style="list-style-type: none">• Geometry• Trigonometry	<ul style="list-style-type: none">• 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.

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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. They use the program GarageBand for creating music on both laptops and iPads.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Learn to play two patterns on a drum kit• African drumming, dance patterns of West Ghana traditions• Singing in unison, two parts and canons• Music notation, pulse and rhythm• Practical rhythm activities and games• Creating, rehearsing, performing and recording of raps, incorporating body percussion and beatboxing• Creating ternary and/or rondo compositions using Garageband loops and created percussion samples	<ul style="list-style-type: none">• 'A picture paints 1,000 words and music can tell a whole story' – Program Music• Listening, analysing and responding to Music from Sorcerer's Apprentice and Danse Macabre• Webquest on SFSkids.org – 'What instrument is that' – aural recognition• Creating an original programmatic work in response to given visual stimuli using Garageband loops and effects
Term 3	Term 4
<ul style="list-style-type: none">• Exploring Melody, harmony and more complex textures and forms• Ancient Greeks, chants, monks and monophony• Beginnings of harmony – more than one sound at a time, and organum• Antique notations, fancy illuminated manuscripts• Composing authentic sounding chants and adding organum based on Dorian and other ancient modes and tonalities	<ul style="list-style-type: none">• Polyphonic Bach, Music for an occasion – Handel's Royal Fireworks Suite, Vivaldi and the Four Seasons, Mozart – the developing role of Music and Musicians – secular and sacred• Performing from instrumental written scores• Guided listening for understanding• Singing, practical games and activities, preparation for school performances

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 (GarageBand)
- listening to and responding to music, describing and explaining 'what makes the music tick?'

Assessment

- performance
- research
- compositions using GarageBand
- written response tasks
- presentations

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Music - Year 8

Music at Year 8 is for one semester. Students continue working with the elements of music and explore music in media, popular culture, the blues and song. They continue creating music using GarageBand and iMovie at a more sophisticated level.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• GarageBand editing and creating• Creating themes and manipulating musical elements• Performance – singing and practical activities• Music in Advertising	<ul style="list-style-type: none">• Birth of the Blues and early influence on Popular Song and culture• Call and response through song and drumming• The three chord pop song• The four chord pop song

Purpose

The main purpose of this study is to provide students with opportunities to explore how music works both as an art form in various guises and how it works as a form of communication and expression. Students will develop knowledge, skills and understanding through a variety of practical, creative and guided listening activities.



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Physical Education and Health Education - 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 seven 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: Stroke Development and Racing Technique Students develop increased proficiency in the competitive swimming strokes and racing technique.</p> <p>Invasion Sports: 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>Net Sports: Volleyball/Tennis Net Sports test students' ability to create a higher level movement sequence. Tactics are explored that are specific to Net Sports.</p> <p>Striking Sports: 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>Aquatics: Water Safety and Survival This involves Lifesaving skills and strategies to prevent and deal with aquatic accidents. Students explore various rescue techniques, survival strategies and survival strokes in order to respond to scenarios.</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: Water Polo Students continue to develop proficiency in the competitive swimming strokes. Strokes are applied within game context. Water Polo minor games and skills are explored.</p>	<p>Striking Sports: Softball/Cricket Fundamental motor skills catching, throwing and hitting are mastered. Students learn about the game play and specific rules.</p> <p>Aquatics: 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 seven 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.

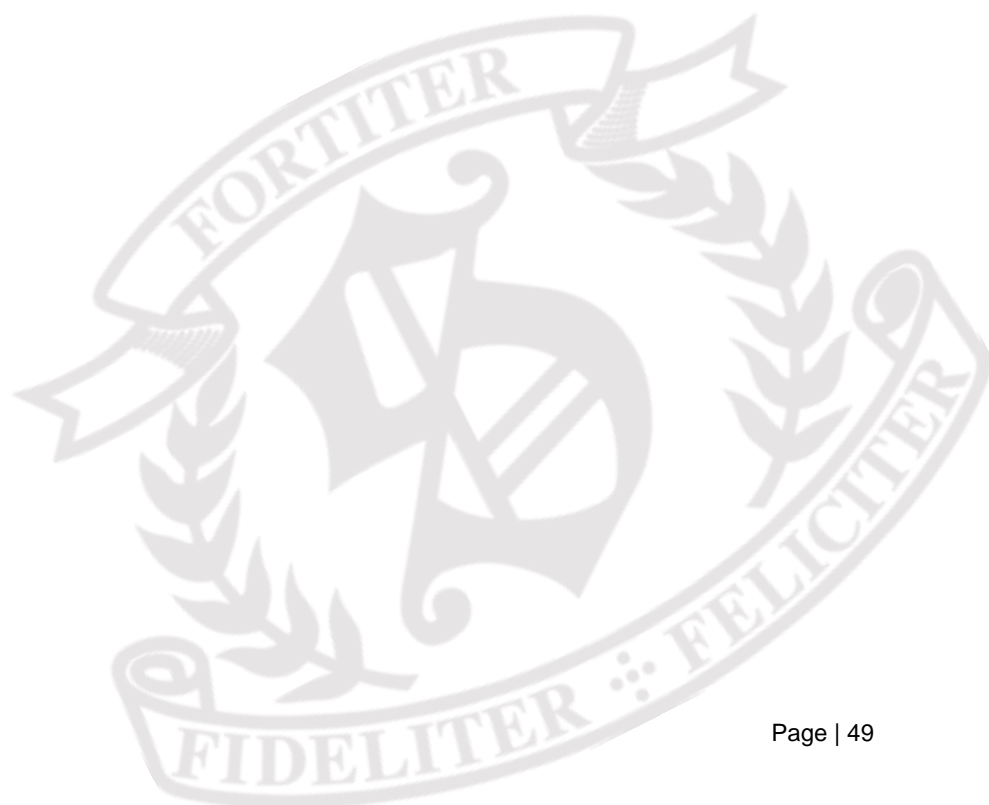
Features

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



Years 7-9 Curriculum Handbook - 2020

Health Education

The program aims to assist students in fulfilling their social and academic potential through increasing their understanding of self, their place and their body within a supportive environment.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• Transition: emotions, surviving and thriving, gratitude, support @ Strathy• Self-identity: my sense of self, my changing teenage self: my values and character strengths: my values in action and decision making• Resilience self-esteem, support networks, growth mindset, embracing change, optimism, coping strategies, mindfulness, self-compassion	<ul style="list-style-type: none">• Belonging and Connecting: respectful and positive relationships, making and being a good friend, peer pressure, loneliness, maintaining friendship, communication, getting support• Conflict management & bullying: real world and virtual world issues, what does bullying look like, outcomes, bystanders, what can I do? support
Term 3	Term 4
<ul style="list-style-type: none">• Puberty: emotional and physical change• Body image: influences on self-image, advertising, mainstream and social media, peers and family, photoshopping, support networks	<ul style="list-style-type: none">• Nutrition: fuelling growing bodies, sleep, food and exercise, healthy and critical thinking• Self-care: personal hygiene, Sunsmart

Purpose

- create a sense of belonging at Strathcona
- learn positive social behaviours to promote respectful relationships
- develop responsible ethical behavior in the real and 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 age and community
- develop positive learning skills

Features

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

Assessment

Individual and group work including producing posters, movies and brochures

Years 7-9 Curriculum Handbook - 2020

Physical Education and Health Education - Year 8

Physical Education

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

Topics

Term 1	Term 2
<p>Aquatics: Stroke Development and Racing Techniques</p> <p>This involves refinement of stroke development to assist the development of aerobic endurance.</p> <p>Athletics</p> <p>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</p> <p>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 Sports: Soccer/Hockey</p> <p>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>Net Sports: Volleyball</p> <p>Net Sports test students' ability to create a higher level movement sequence. Tactics are explored that are specific to Net Sports.</p> <p>Aquatics: Water Safety/Lifesaving</p> <p>Students learn to identify swimmers in trouble and apply various survival strategies and rescues. They continue to develop survival strokes.</p>
Term 3	Term 4
<p>Gymnastics</p> <p>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>Aquatics: Water Polo</p> <p>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>Net Sports: Badminton/Tennis</p> <p>Fundamental skills and sports specific skills are taught. A self evaluation and peer evaluation.</p> <p>Fitness Testing</p> <p>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>Invasion Sports: Basketball</p> <p>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 student's game.</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, and 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 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



Years 7-9 Curriculum Handbook - 2020

Health Education

Health Education aims to enhance our students personal, behavioural, social and cognitive skills. Students are encouraged to engage in healthy behaviours and make considered choices and decisions when it comes to their bodies.

Topics

Term 1	Term 2
<ul style="list-style-type: none">• personal identity• changes and challenges• resilience• relationships	<ul style="list-style-type: none">• Emotional Intelligence (EI) Aristototele• Emotional recognition and expression• Understanding emotions of others• Emotions Direct Cognition• Emotional Management & Control
Term 3	Term 4
<ul style="list-style-type: none">• body image and self esteem• sexual health and puberty• cyber safety	<ul style="list-style-type: none">• harm minimisation• about alcohol• drug education• mental health

Purpose

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

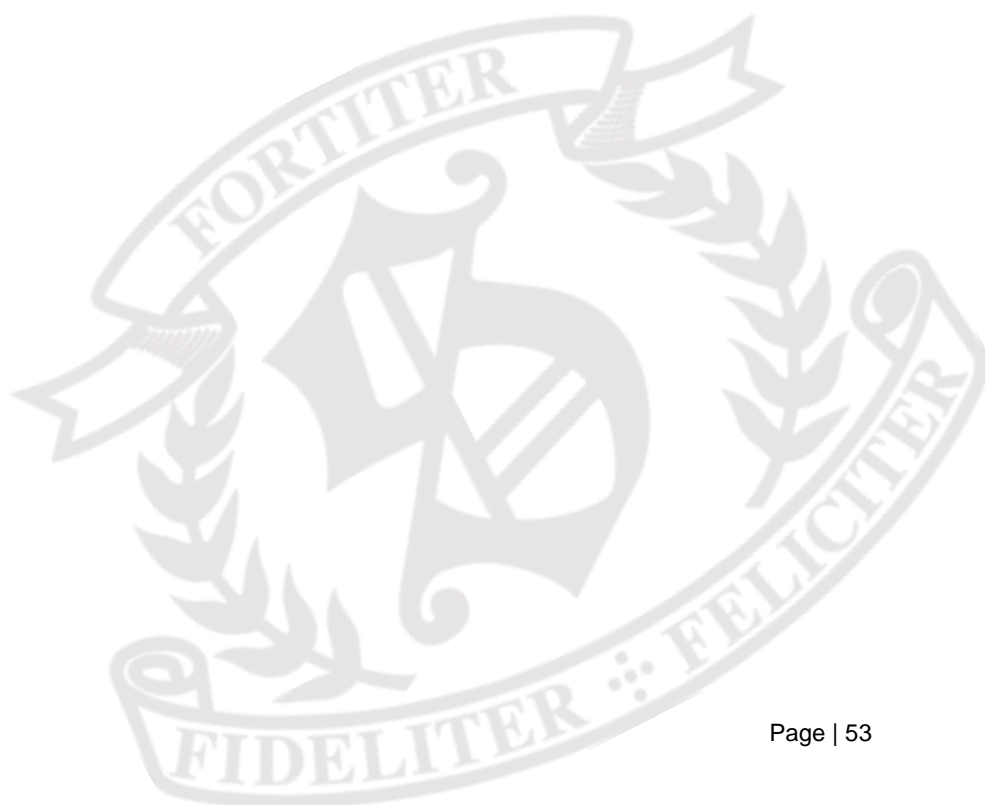
- create a sense of belonging at Strathcona
- learn positive social behaviours
- develop responsible ethical behavior in the digital world
- develop self esteem and resilience
- create peer connectedness and a sense of community
- acknowledge girls' changing bodies and health issues relevant to their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

Features

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

Assessment

Individual and group work.



Years 7-9 Curriculum Handbook - 2020

Physical Education and Health Education - Year 9

Physical Education

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 seven 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>Invasion Sports: Soccer/Football 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. 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>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>Lifestyle Fitness Students explore elements of health and wellness in relation to the National Physical Activity Guidelines. Activities include: using iPad apps to measure and monitor fitness, recreation games and alternative means of physical activity.</p> <p>Invasion Sports: Basketball/Touch Rugby 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>Target Sports: Golf Students apply their striking sports skills. They are introduced to basic golf swing technique and explore various minor games involving driving and putting.</p>	<p>Fitness Testing Students will complete seven 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>Net Sports: 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>

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Purpose

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- 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 Education

Purpose

Health Education aims to enhance our student's personal, behavioural, social and cognitive skills and strategies and promote a sense of identity and wellbeing and to build and manage respectful relationships.

Features

Students are encouraged to engage in healthy behaviours and make considered choices and decisions when it comes to their bodies and to alter around them.

Topics

Topics for Health Education will include

- establishing and maintaining healthy relationships
- healthy eating and healthy body
- conflict resolution and risk taking behaviour
- relationships and positive self-belief
- sexual education
- cyber safety reputation

Assessment

Individual and group work

Years 7-9 Curriculum Handbook - 2020

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

Semester 1	Semester 2
<ul style="list-style-type: none">Investigating ScienceProperties of substances and mixturesCells and microscopesHabitats and interactions	<ul style="list-style-type: none">ForcesEnergyBiodiversity and Classification

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 and 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
- 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
- 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

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

Years 7-9 Curriculum Handbook - 2020

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

Semester 1	Semester 2
<ul style="list-style-type: none">• Working scientifically• Matter and Change• Body Systems	<ul style="list-style-type: none">• Simple Machines• Earth and the Universe• Reproduction

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 the human body needs systems to get nutrients to our cells and wastes away
- outline main components and functions of the digestive, circulatory, respiratory and excretory systems
- describe the structure of each organ in a system and relate its function to the overall function of the system
- classify igneous, sedimentary and metamorphic rocks, analyse their structure and investigate how they are formed
- model how the relative positions of the Earth, Sun and Moon affect phenomenon on Earth

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.

Years 7-9 Curriculum Handbook - 2020

Science - Year 9

Year 9 Science further develops an interest in science as a means of expanding each student's 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. Students further their scientific enquiry skills, analyse patterns in data and evaluate conclusions.

Topics

Semester 1	Semester 2
<ul style="list-style-type: none">• Ecosystems• Waves and sound• Atomic Theory• Disease	<ul style="list-style-type: none">• Nervous and Endocrine systems• Chemical Reactions• Light and the Electromagnetic Spectrum

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
- explain the response of the body to changes as a result of the presence of microorganisms

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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Strathcona is a child safe school