



Alamanda College

curriculum overview

Years 7, 8 and 9 Term 1 2016

Dear Parents and Carers,

The Secondary School Team would like to extend a warm welcome to all our Senior School students and a special welcome to all our new enrollees this year!

This will be another exciting year for all of us as we continue to consolidate the practices that have been put in place in previous years and strengthen it by the new programs and rich curriculum that will be implemented this year.

This year we also have our first Year 9s graduating from the college at the end of the school year and this gives us so much excitement as we see them fulfill their aspirations and pursue their future pathways.

The year started smoothly and as a community of learners, students and teachers discussed essential agreements in our first assembly and continued the conversations and reflections in their Homeroom sessions and class. The students are proud

to demonstrate the school's high expectations and strong culture of respect. They are actively contributing to writing their essential agreements in class. It was reassuring to hear students talk about what they think an ideal learning environment is - one that allows them to develop exceptional learning habits, encourages them to be self-confident and helps them make the connections between academic disciplines and their application in the global context.

A Rich And Challenging Senior School Curriculum

This year, we are proud to offer a challenging and engaging curriculum that will help our students prepare themselves for future pathways:

Years 7-9 core subjects: English, Mathematics, Science, Humanities (Geography and History), Health and PE. Years 7 and 8 students attend Drama and Visual Arts.

Students have access to the following elective subjects: Textiles, Food Technology, Visual Communications and Design, Robotics, Information Technology, Environmental Science, Music, Theatre Studies, Media Arts, Film Studies, LOTE (Mandarin)

Focus on Numeracy and Literacy is emphasized throughout all subjects and previous assessments will be used to help the students gain progress in these areas as well as extend our higher ability learners. Students set their learning goals focusing on numeracy and literacy and this is supported in all other subject areas.



Introducing the Senior School Staff members:

Assistant Principal	Mrs. Helene Refuerzo
English (Language A), LOTE Mandarin (Language B) and Individuals and Societies	Mr. Beau Lepp (Year 7 &8 English) Mr. Simon Fazio (Year 9 English, Media) Ms. Lauren Steel (Music and Year 7 and 8 English) Ms. Lucinda Burney (Year 9 English, Drama, Film Studies) Ms. Shupu Wang (LOTE Mandarin) Ms. Connie Vakaloudis (History) Ms. Stephanie Ficarra (Year 7, 8, 9 Geography)
Science and Mathematics	Ms. Nisha Rani (Year 7 and 9 Mathematics, Year 7 Science) Mr. Ryan Ma (Year 8 and 9 Mathematics, Year 8 Health and PE) Mr. Zac Doherty (Year 8 Geography and Year 8 Mathematics) Ms. Katherine Sadler (Year 7 Mathematics and Science and Environmental Science)
Design, Technologies and Arts	Mr. Sam Nikolsky- Visual Art, VCD, Robotics Ms. Tracey Hubert- Info Tech, Robotics, VCD, Media Ms Alice Osborne- Textiles Mr Michael Hick – Wood Technology, ACEP (Alamanda Community Engagement Program), Student Leadership
Health and PE	Mr. Jeffrey Dent- Year 8 and 9 Health and PE, Food Technology Ms. Kate Gammel- Year 7 and 8 Health and PE
Year Level Coordinators (YLC) and Student Support Staff	Year 7- Ms. Stephanie Ficarra and Ms. Connie Vakaloudis Year 8- Mr. Ryan Ma Year 9- Mr. Jeff Dent Student Wellbeing Coordinator- Mrs. Natalie Bryson Student Pathways and Wellbeing support- Mrs. Micalte Callea
Mentor Teachers	7A- Mr. Beau Lepp 7B- Ms. Nisha Rani 7C- Ms. Katherine Sadler 7D- Ms. Kate Gammel 7E- Ms. Lauren Steel 8A- Mrs. Tracey Hubert 8B- Mr. Zac Doherty 8C- Mr. Sam Nikolsky 9A- Ms. Lucinda Burney 9B- Ms. Catherine Crossley 9C- Mr. Michael Hick

The Pastoral Care Program in the Senior School

The philosophy and structure of Pastoral Care within the College is designed to ensure that the safety and wellbeing of students is a priority at all times. Mentor teachers are assigned to each form group and they are the first point of contact for students to assist them with their concerns.

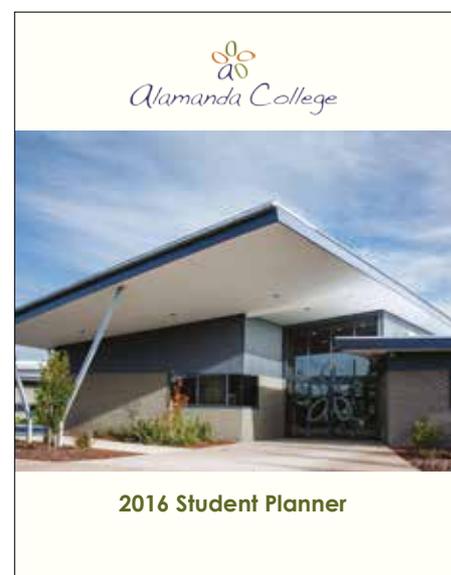
The Pastoral Care Program aims to:

- Promote well being, belonging and security
 - Affirm the dignity and worth of the individual
 - Assist in personal growth to full potential
 - Provide relationships of care and support
 - Encourage growth and expression of compassion, tolerance and reconciliation
- Embody the IB MYP learner attitudes

The Senior School Planner

This year, we have also introduced the use of school planner. The planner provides advice on expectations rules, work practices and absences. **It is also used by students to record due dates for required work and important events. Parents are asked to read and sign it regularly and are invited to contact the Mentor teachers if their child is not making use of the planner.**

The planner is not to be used as the primary method of communication between teachers and parents as students may forget to show their teacher or parent the required message. If parents wish to speak to a teacher they should telephone the



college and leave a message. Mentor teachers or Year Level Coordinators will contact parents if they have concerns about the child.

The student planner also includes resources for our pastoral care sessions and gives valuable strategies for students with regards to study techniques and approaches, relationships, career and time management, personal health and wellbeing, and research and operational skills. These topics will be tackled throughout the year during pastoral care sessions targeting topics relevant to each year level.

During the first few weeks of pastoral care sessions, we introduced the students to the concept of **Home Learning and Study** and the effective use of their planners to assist their organisation and focus. Students need to apply themselves for well structured periods of time out of school time; home learning. The key is to spark in them a willingness to build these as everyday habits in their lives. They pursue their interests, hobbies and sport with enthusiastic attitudes and we need to extend these positive mindsets to their learning and thinking. Home learning activities can include reading, pursuing tangents in their learning that they are interested in, Internet searching, communicating with classmates to discuss their learning and so on. The most important goal to strive for is for students to apply what they learn at school to aspects of their everyday lives. This builds relevance for them and positive growth attitudes in their approach to school. In each home learning session they should have a number of things they set themselves to achieve; little targets to aim for.

We hoped that the students have reflected on the following

- A willingness to plan their time, break their time into smaller structured pieces and set a task to achieve in each home learning session to assist their organisation and concentration.
- A positive growth mindset to adopt the positive behaviours

they identified to show how to respond to challenges in life.

A suggested Home Learning Timetable is on page 184 of the Student Planner.

Senior School Curriculum Day- 11th March Friday

The Senior School Staff has been working hard putting together a rich and engaging curriculum. All staff members have attended IB MYP workshops last year and in January this year. As a community of learners, we are committed to continue our pursuit of knowledge and apply them in our teaching. On Friday 11th of March, the whole secondary school team will engage in classroom observations and collegiate discussions with the staff

at Sacred Heart College in Geelong. Sacred Heart College in Geelong has one of the strongest IB MYP programs in the South Western Metropolitan Area. Building partnerships with schools who have strong curricular and extra-curricular programs will assist our school in establishing an excellent school environment for our students.

Thank you for being our partners in ensuring that our students are well-supported in their curricular and co-curricular pursuits.

Best Regards,

Helene Refuerzo
Year 7-9 Assistant Principal
" Dare to be Wise"

The Senior School Timetable	
Students are required to be at school by 8:35 to give ample time for locker organisation and travel to classrooms.	
8:45 – 9:33	Period 1
9:33 – 10:21	Period 2
10:21 – 10:39	Homeroom
10:39 – 11:09	Break 1
11:09 – 11:14	Locker
11:14 – 12:02	Period 3
12:02 – 12:50	Period 4
12:50 – 1:10	Break 2
1:10 – 1:15	Locker
1:15 – 2:03	Period 5
2:03 – 2:51	Period 6

Important Dates

- | | |
|-----------------------------------|---|
| 10th March 2016 (Thursday) | PYP and MYP Night |
| 11th March 2016 (Friday) | Senior School Curriculum Day
Years 7-9 are NOT required at school |
| 22nd March at 11:30am | March Immunisation Day
For HPV, Chickenpox & Boostrix vaccines
note: Please return all cards by 9th March |
| 19th April 2016 | Athletics Day Carnival for Years 5-9 |



SCIENCE

Year 7

This Semester in Science, the students will explore Science Inquiry Skills, Scientific understanding and Science as a Human Endeavour.

The focus for term 1 Science are laboratory safety, scientific investigation and writing laboratory reports. Students will exhibit curiosity in how things work at a scientific level, investigating safely, asking the right types of questions to further one's learning and to create opportunities for scientific explanation. Students will develop and employ critical-thinking skills through appropriate research and experimentation.

In Term 2, students will be introduced to Chemistry starting with an exploration of different types of mixtures, including solutions, and those that contain a combination of pure substances that can be separated using a range of techniques. As Risk-takers, students will embrace challenges and new ideas and learn to use new strategies while being unafraid to find unexpected conclusions.

Year 8

This semester, students as thinkers will be developing their science inquiry skills and their understanding of scientific facts and science as a human endeavour. Students will be communicators as we begin our unit on working with scientific data and reporting in science. Students will use various communication modes appropriately: sharing/communicating ideas/research through publication to further science, documenting sources correctly, and expressing ideas thoughtfully and effectively when collaborating and listening and considering ideas of others. The students will then be exploring changes in matter at a particle level, and developing an understanding of the difference between chemical and physical change. The students will also investigate energy, its forms and transformations. The students will be making predictions and proposing explanations. They will draw on evidence from different sources to support their views while remaining open-minded about other points of view.

Year 9

This semester in science the students will be developing their science inquiry skills, their understanding of science content and science as a human endeavour.

Students will continue to explore different possibilities in Science as they listen to and consider the views of others before making an assessment. Students should also exhibit an ability to create solutions that are unconventional. The students will be exploring chemistry and physics. Particularly that matter is made up of atoms and their sub-atomic particles. They are introduced to and explore radioactivity and chemical reactions. Students will also continue to explore energy transfer, and use models to explain the phenomenon.

The students will be making predictions and proposing explanations. They will draw on evidence from different sources to support their views while remaining open-minded about other points of view.

MATHEMATICS

Year 7

Students continue to learn to be principled as they get to know their individual strengths and weaknesses in Mathematics and take responsibility for their own learning. Students have been introduced to the usage of personalized continuums to help guide their education in Mathematical concepts, as well as goal setting on a small and large scale.

Students will revisit the concepts of place value, the four basic operations, powers and square roots, the order of operations, factors and multiples, as well as the properties of prime and composite numbers. In preparation for NAPLAN assessments midway through the year, students will be exposed to previous NAPLAN tests as a form formative assessment, to help identify current gaps and misconceptions in their previous learning. Students will be exposed to test taking strategies as well as study habits as part of the NAPLAN preparation unit.

All numeracy sessions are taught using a differentiated model to cater to students with different educational needs. The tasks are varied so that students who may need additional assistance are provided with extra support, while students who need more challenging tasks as a form of extension are also given that opportunity. It is vitally important that students are rehearsing the skills learnt during class time in a home setting, to ensure that the skills and knowledge are properly embedded. Homework will be assigned on a daily basis to ensure that these skills are rehearsed.

Year 8

This Semester, students will revisit the concepts of place value, the four basic operations with rational and integers, as well as be introduced to index notation and index laws. As communicators, they will study these concepts and use appropriate Mathematics language that requires an understanding of its set of rules, symbols, notation, syntax etc., while exploring the multiple modes of communication (graphical, algebraic and examples) used in its study. Students will continue to use goal-setting strategies to know their individual strengths and weaknesses in Mathematics. Students will continue to use personalized continuums to help guide their education in Mathematical concepts, as well as goal setting on a small and large scale. Students will also utilize previous NAPLAN assessments as a form formative assessment, to help identify current gaps and misconceptions in their previous learning. Teachers will continue to utilize the results to individualize teaching during class sessions.

All numeracy sessions are taught using a differentiated model to cater to students with different educational needs.

The tasks are varied so that students who may need additional assistance are provided with extra support, while students who need more challenging tasks as a form of extension are also given that opportunity. It is vitally important that students are rehearsing the skills learnt during class time in a home setting, to ensure that the skills and knowledge are properly embedded. Homework will be assigned on a daily basis to ensure that these skills are rehearsed.

Year 9

This Semester, students will investigate the usage of real numbers in everyday life, and the application of index laws and scientific notation to represent large numbers. As thinkers, students will be required to think critically in order to evaluate their solutions and problem solving approaches and discover multiple methods of solving problems. Students will understand that there are different perspectives that can be equally effective in visualizing, setting up, or solving problems. Students will investigate Students will continue to use goal-setting strategies to know their individual strengths and weaknesses in Mathematics. Students will continue to use personalized continuums to help guide their education in Mathematical concepts, as well as goal setting on a small and large scale. In preparation for NAPLAN assessments midway through the year, students will be exposed to previous NAPLAN tests as a form formative assessment, to help identify current gaps and misconceptions in their previous learning. Students will be exposed to test taking strategies as well as study habits as part of the NAPLAN preparation unit.



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LOTE

In 2016 Semester 1, students of LOTE Mandarin Chinese will look at revising their existed knowledge of the language, in particular numbers, basic greetings and questions as well as personal interests. They will further explore Chinese culture first hand by observing and practising cultural activities such as tea drinking and food making. As Inquirers, they will be encouraged to ask questions related to the theme/topic discussed in class and related to their own personal lives. Being Open-minded, students are encouraged to appreciate their own culture and personal histories in the light of the perspectives of the values and traditions of other cultures. Students are also given the opportunity to explore, deepen their knowledge, and develop their understandings of concepts, ideas, and global issues in class.

They will have opportunities practising speaking and writing with the phrase book assessment task, where they choose their interest topics and add practical phrases under each topic. In terms of listening and reading, the students will interact with each other and the teacher through classroom tasks such as tongue twisters, presentations and voice recordings.

ENGLISH

Year 7

In Term 1, Year 7 students will build on their knowledge of narrative writing through classroom discussion, mentor text analysis, and writing practice exercises. As thinkers, students have to think about the text's literal meaning, make inferences, and connect what

they are learning to life. Additionally, students must think about the potential figurative, metaphorical, or symbolic meanings of text, and they must think deeply about the means by which an author creates meaning in literature. After responding to the text, students analyze the implications within the work. Students will engage with the text in a personal way. Lessons will focus on planning, creating strong leads/sizzling starts, building tension, and exciting endings/climaxes. Students will read, discuss, analyse and reflect on a range of short stories and use their growing understandings to create their own texts. Students will use their Writer's Notebook as part of the writing process to create more personalized writing based on topics or themes they are interested in. Weekly students will participate in exercises and activities designed to increase their understanding and improve their use of grammar, punctuation and vocabulary. They will continue to use continuums, learning data and their work to identify their individual strengths and weaknesses and from these develop personalized English learning goals. In preparation for NAPLAN assessments, students will be exposed to previous NAPLAN tests as a form of formative assessment, to help identify current gaps and misconceptions in their previous learning. Students will explore and practise the use of test taking strategies.

In Term 2, students will build on their knowledge of persuasive texts through classroom discussion, mentor text analysis, and writing practice exercises. Students will read, discuss, analyse and reflect on a range of persuasive texts and use their growing understandings to create their own. They will explore the importance of evidence and structure in creating a convincing argument and utilise this understanding in writing a variety of their own persuasive texts. In Term 2's curriculum overview this will be explained in greater detail.

All English sessions are taught using a differentiated model to cater to students with different educational needs. The tasks are varied so that students who



may need additional assistance are provided with extra support, while students who need more challenging tasks as a form of extension are also given that opportunity.

Homework is assigned at times for students to practise class taught skills. Students may be extended into their next area of learning by viewing content at home and later building upon this in class with teacher assistance. When there is no assigned homework, students are expected to complete daily reading and/or writing practice.

Year 8

In Term 1, Year 8 students will build on their knowledge of narrative writing through an investigation into MYP concept of Perspective through the lenses of Personal and Cultural expression. Students will have the opportunity to participate in classroom discussion, mentor text analysis, and writing practice exercises. They will read, discuss, analyse and reflect on a range of short memoir texts and use their growing understandings of memoirs and culture to create their own memoir texts. Students will use their Writer's Notebook as part of the writing process to create more personalized writing based on topics or themes they are interested in. Weekly students will participate in exercises and activities designed to increase their understanding and improve their use of grammar,

punctuation and vocabulary. They will continue to use continuums, learning data and their work to identify their individual strengths and weaknesses and from these develop personalized English learning goals.

In Term 2, students will develop a greater understanding of text analysis through the study of a novel. They will explore how to respond to Text Response Questions by planning, using quotations, referencing, structuring paragraphs, and using persuasive writing techniques. This will be further explained in the Term 2 Overview.

All English sessions are taught using a differentiated model to cater to students with different educational needs. The tasks are varied so that students who may need additional assistance are provided with extra support, while students who need more challenging tasks as a form of extension are also given that opportunity.

Homework is assigned at times for students to practise class taught skills or to introduce students to content to be taught, as in the way of flipped learning. When there is no assigned homework students are expected to complete daily reading and/or writing practice.

Year 9

In Term 1, Year 9 English students will extend on their existing knowledge of narrative writing through classroom discussion, mentor text analysis, and writing practice exercises. Being knowledgeable, students learn literary

terms and theories. They also explore writing structures from which they can later deviate. They will read, discuss, analyse and reflect on a selection of short fiction, including short stories and short films. They use their growing understandings to interpret the themes, events and other elements from a selected text into their own creative piece.

Students will use their Writer's Notebook as part of the writing process to create more personalized writing based on selected topics and themes. Students will participate in weekly exercises and activities designed to increase their understanding and improve their use of grammar, punctuation and vocabulary. They will continue to use continuums, learning data and their work to identify their individual strengths and weaknesses and develop personalized English learning goals from this analysis.

In Term 2, students will build on their knowledge of persuasive techniques through classroom discussion, mentor text analysis and writing practice exercises. Students will read, discuss, analyse and reflect on a range of persuasive texts (including editorials, letters to the editor, petitions and open letters) and use their growing understandings to create their own persuasive text on a chosen issue. They will explore the importance of evidence and structure in creating a convincing argument and utilise this understanding in writing a variety of their own persuasive texts and as well as demonstrate their ability to use persuasive techniques in an oral format. Later in the term, they will explore a range of other texts (including use of visual language in graphic novels) and analyse the themes and issues presented within these texts in an analytical essay format.

All English sessions are taught using a differentiated model to cater to students with different educational needs. The tasks are varied so that students who may need additional assistance are provided with extra support, while students who need more challenging tasks as a form of extension are also given that opportunity.

Homework is assigned at times for students to practice taught skills from the classroom or to introduce students

to content to be taught, as in the way of flipped learning. Students will also use homework time to investigate new language discovered in their exploration of language to expand their vocabulary and literacy. When there is no assigned homework students are expected to complete daily reading and/or writing practice, including the wider reading program incorporated during their pastoral periods, personal writing, and reflection on the progress in class.

GEOGRAPHY

Year 7

During Semester 1, students will begin to develop key geographical skills. Being open-minded, students will begin to gain an understanding of the importance of geography and how the study of geography can inform their understanding of the world around them.

Term 1 will be an introduction to the subject. The focus will be on students learning key terms as well as using thinking tools and organisation skills. They will use their inquiry skills in investigating a Geographer, which will allow them to explore the history of Geography and the impact these explorers had. Students will also undertake an inquiry task on a current issue affecting our world daily, such as our growing population, air pollution or climate change. They will be reflective on these issues and will be asked to present their findings digitally. This task will illustrate how broad and imperative the subject of geography is. By the end of the term they should have sufficient knowledge of the subject and what it entails.

Students will begin their unit of work on Water in Term 2. This topic is covered comprehensively as students will look at Water in many ways. They begin to look at weather, climate and hazards and then they look at water as a renewable source and the distribution of water throughout the world. Students will also complete an inquiry task based on water resource management. This will involve examining Africa and several case studies to compare and contrast their situation to Australia's and our access to clean water. They will also

complete a range of tasks including investigating how much water they use by creating a water footprint and what they can do to help our current water scarcity issue. We will be investigating water through the MYP global context of globalisation and sustainability. By the end of the unit, students will be able to understand why water is such an important resource.

Year 8

During Semester 1, students will use the geography skills they learnt in Year 7 to improve and expand their knowledge. They will re-visit key terms and skills and important issues that they focused on the year before to continue to develop their understanding. They will touch on a mixture of two global contexts, globalization and sustainability and fairness and development. The main focus this semester will be on landforms and landscapes.

The emphasis during term 1 will be to ensure students have the geographical knowledge, understanding and skills, which they require in order to be able to move on to our first major unit of the year. The topics that will be briefly covered to refresh their memories will be on sustainability, change, worldviews and mapping. The students will then focus on natural, constructed and managed landscapes where they will use the school surroundings to gain a deeper understanding.

We will then look at landforms and landscapes, which will be the main focus for the remaining of Term 1 and 2. This unit of work is extensive and covers many topics. Students will begin to look at the key elements of landforms and landscapes. Their studies then go deeper into the importance of the national identity attached to some landforms and landscapes where they will look at several case studies with their main case study being the Aboriginal and Torres Strait Islander people. They will also look at the World Heritage List and gain an understanding of the importance of protecting national and cultural sites. They then focus on hazards and disasters that influence landforms and landscapes such as volcanoes, bushfires, desertification, erosion and deposition in relation to alpine landforms, coastal landforms,

riverine landforms and desert landforms. Students will complete several inquiry tasks during throughout this major unit of work where they will be expected to research particular environments and the natural and human impacts that affect it. Many case studies will be examined and students will get the opportunity to inspect their local area throughout the term.

Year 9

During Semester 1, students will use the knowledge and skills they have attained from their previous studies to expand and improve in Geography this year. As communicators, they will use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations, trends, relationships and differences across time and space and predict outcomes. They will be looking at this semester through two global contexts – globalisation and sustainability and fairness and development.

Term 1 will begin by going through key terms and skills so they will be prepared for the major unit ahead. They will look at the biosphere, sustainability, globalisation, maps and agriculture briefly so that they are equipped with the general geographical knowledge and skills they need before we begin our unit on biomes and food security. The unit will begin by looking at biomes. The students will examine what ecosystems we have in Australia and their productivity. They will also look at the world's major biomes and how they are distributed. They will finish this term by examining the human alterations to biomes.

Students will then focus on food security in Term 2. This topic is covered extensively. They will begin by looking at food production, agriculture trade and food supply chains. They will explore interesting case studies, which will allow them to gain an understanding of where things come from, for example, denim and seafood. They also look at environmental factors that affect crops, such as climate and soil erosion. They will examine palm oil in order for

them to understand the severity of the environmental problems the use of it is causing. Students then look at threats to global food security, land and water degradation and the shortage of fresh water. Students will end this unit of work by allowing them to explore other countries and the barriers that the world faces in being able to feed a growing population. Students will be able to compare first world countries to third world by being able to recognise differences in our food production and security.

HISTORY

Year 7

In Term One, students will develop an understanding of what the study of History involves and why we continue to study the past. Students will be given an introduction to the key skills and concepts in History that they will be required to demonstrate throughout the year. This unit will focus on History as having two parts; 1) it is the events of the past (significance) and 2) it is a discipline which studies the events of the past, where interpretation is central (perspective). Students will demonstrate open-mindedness by using research from other cultures and viewpoints. They will understand that their perspectives have a historical context. This unit will begin with an exploration of students' own personal history, determining how our histories influence our identities and relationships. This will allow students to practice creating timelines and using dating conventions while finding connections and themes in the study of History. Students will then apply these key skills to analyse why people migrate and why they settle somewhere. This will see students begin to understand the theory that modern humans migrated out of Africa about 100 000 years ago.

Year 8

In Term One, students will deepen their understanding of what the study of History involves and why we continue to study the past. As an inquirer, students will seek to know why events happen, will pose interesting new questions that relate to course material, and strive to find patterns and meaningful events that

shape cultures, political and economic systems and individual behavior. Students will be given an introduction to the key skills and concepts in History that they will be required to demonstrate throughout the year. This unit will focus on History as having two parts; 1) it is the events of the past (significance) and 2) it is a discipline which studies the events of the past, where interpretation is central (perspective).

This unit will provide an introduction to the time period under examination in year 8. The year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Year 9

In Term One, students will deepen their understanding on the history of the making of the modern world from 1750 to 1918. Students will be reflective in analysing past events that have shaped modern history. Students will be given an introduction to the key skills and concepts in History that they will be required to demonstrate throughout the year. This unit will focus on History as having two parts; 1) it is the events of the past (significance) and 2) it is a discipline which studies the events of the past, where interpretation is central (perspective).

This unit will provide a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. Students will investigate how life changed in the period in depth, the causes and effects of the development and the Australian experience. Students will understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short term and long time consequences.

WOOD TECHNOLOGY

Year 7

As inquirers, year 7 students will be introduced to a variety of techniques and strategies to create and design products using timber. Timber is a sustainable and versatile medium for creating practical Design solutions. Students will create a Design brief that incorporates the design process of investigations, production and product evaluation. In this semester students will develop their skills and understanding of woodworking technology and terminologies, safety in a simulated work environment, safe use of hand and power tools and sustainable construction practices. The goal is to create a toy or small timber project that incorporates their learning and understanding of the design process, this will be represented by the creation of a set of working plans, timelines for the manufacturing process, how they are going to produce their project safely and sustainably and the production of their design. The final stage will be an evaluation of their product and reflection of their personal learning over the semester

Year 8

In Year 8 students will be creating a community focused construction project. Through the design process students will investigate the opportunities within their school, local, state and the global community. Students will increase their understanding of the factors that impact the design process and the contribution of design and technology innovations and enterprise to society. Student's will develop a set of criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Through the design process students will apply project management skills to document and use project plans to manage production processes. Students will be working independently and within teams to safely produce effective designed solutions for the year 8 community based construction project.

Year 9

In year 9 students are working towards explaining how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. In year 9 woodwork students will be designing and producing a Cubby house / Shed. Students will be taught the steps involved in designing dwellings. Through the drafting process students will investigate possible new methods of sustainable building and building products. Through the Design process students will establish detailed criteria for success, including

sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. Using a design brief students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions and products.

COMMUNITY

Year 9

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as



action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL (Approaches to Learning) skills developed through the MYP; and foster the development of independent, lifelong learners.

The Alamanda Community Engagement Program (ACEP) is for young people to volunteer in their community. It is a partnership that is being developed between Alamanda College and the greater community and service organisations.

Through the program, young people, schools and community organisations develop networks of relationships while achieving shared goals. The program will develop to encourage communities to support and recognise young people's participation and positive role in society.

This program gives young people a chance to do something great in their community, based on their choice. Young people are able to plan projects, meet new people, build skills and make a difference in their community.

FOOD TECHNOLOGY

Year 7

As a Design subject, Food Technology in Year 7 is focused around developing students' food repertoire and understanding of processes and methods. Students will be given the opportunity to begin to generate,

develop and test design ideas, plans and processes using appropriate technical terms and equipment. Being reflective, students will demonstrate their own understanding of how the design could be improved.

Throughout the semester the students will start to develop an understanding of different skills, methods and techniques in the kitchen to ensure they are able to cook a range of different foods in a safe manner. Students will use their skills to plan, develop and create their own healthy breakfast. Through this task they will demonstrate their practical skills as well as show an understanding of what a nutritious diet should include.

Year 8

In Year 8 Food Technology, students become knowledgeable and use critical thinking skills to develop their food repertoire and understanding of processes and methods. Students' will be given the opportunity to develop a

design brief and present the design on a plate. Reflective skills and evaluation of the process will be required to check students understanding of how the design could be improved.

Throughout the semester the students will be looking to ingrain their technical skill in but not solely focused on knife skills, heat control, namely boiling, sautéing simmering, savoury and sweet baking and shallow frying. Students will then be planning/creating and making a new soup before their final assessment task of planning and cooking a themed 3-course menu.

Year 9

Food Technology in Year 9 is focused around the evaluation and development of student's own ideas. They become principled in the way they use their imagination and creativity to design their own recipes and not engage in copying others' work. The students will be given the opportunity to





analyse existing recipes, cook them to check understanding and investigate ways to improve them or make them more succinct with the design brief.

Throughout the semester the students will demonstrate technical skill and develop additional skill sets. Overarching themes such as breakfast menus, school dinners on a budget and fine dining along with cultural recipes will be explored. This allows them to become more understanding of others' perspectives and respect cultural and social differences

HEALTH AND P.E.

Year 7

This semester in Physical Education, Year 7 will focus on further developing their fundamental movement skills and use these skills to start to gain knowledge in using these in specific sporting activities to improve their performance.

Students will develop their skills in different athletics events including running, relays, javelin, shot put and discuss. They will also gain an understanding of various striking and fielding as well as attacking and defending principles and how they can be applied to a variety of sports. Students will have the opportunity to develop their skill and technique in each of the various sports. By the end of each unit students will demonstrate being good communicators by using key vocabulary to explain how they can improve their performance and express their ideas in a fair and mature manner. Students will collaborate with peers and strive towards common goals, regardless of difference in their skill level.

In Health, students will focus on units which explore the concepts of change, challenge and conflict resolution. Students will start to develop an understanding of how and why conflict occurs in relationships and know and feel confident about using assertive techniques for dealing with such conflict. As well as this, students will begin to understand appropriate ways to negotiate within relationships, recognizing that actions have consequences, and when and how to make compromises.

Throughout these units, students will



learn how to communicate effectively with others, listening to what others say as well as express their own thoughts and feelings. They will also use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own in relation to the various issues covered.

Year 8

During this semester, students will investigate and apply movement concepts and strategies to achieve movement and fitness outcomes specifically in the context of athletics, striking sports, such as softball, cricket along with invasion games such as soccer, basketball, netball and Australian rules football.

Students will apply and refine movement concepts and strategies to suit different movement situations and apply the elements of movement to compose and perform movement sequences. Students will also analyze correct movement techniques and offer suggestions for areas of improvement to enhance performance. Students will learn how the body works in regards to energy in and out. How the body uses different types of foods during anaerobic and aerobic activity. Students will become knowledgeable in anatomy, movement, sports, and how to apply strategies

In Health, students will explore the strategies in maintaining respectful relationships. Students will evaluate the benefits of relationships on wellbeing and respecting diversity. Students will embrace the idea of total health and realize that we need to achieve balance in all aspects of our life to be healthy. Total health is a balance of mental, social, and physical health.

Year 9

During PE, students will be starting the year with a module of athletics. They will learn the basics of throwing, along with improving understanding of the forces, momentum and inertia required to improve distance. The modules main focus is on evaluation however. Students are required to record video of their partners throws and are looking at spe-

cific technical points for improvement. Striking skills split the term one holiday with the focus on cricket and softball. Game play and strategy will be learnt skills throughout this module.

Students demonstrate being open-minded by striving to understand differences and experience various kinds of physical activities. Students must take into consideration how a person's background, experiences, abilities, and fitness levels can affect a person's success and enthusiasm for physical activity.

The remaining weeks of term two see the student's undertake a module of attacking and defending principles through netball/basketball. Whole team defensive strategies will be developed. Gameplay will act as the assessment piece to ascertain understanding. Students will then complete a module of soccer based around creating and denying space. Improving skills of passing and dribbling will be covered whilst differentiated drills will allow for the more-able to be continually challenged. Overloading space and team defending will be expanded upon from the netball/basketball unit. The students will look at how they can use space to help build an attacking phase of play, whilst understanding that denying space is an effective way to counter an attacking threat. Students will be given new methods to aid warming up including dynamic and partner stretching.

In Health, students are undertaking a module on building respectful relationships. Key concepts include; 'Different perspectives on sexual intimacy', 'defining violence, power and consent, 'laws surrounding consent', and 'changing attitudes'. In Theory, students have started by looking at the cardiovascular system. Body systems is the overarching concept throughout the semester.

TEXTILES

Year 7

In year 7, students are introduced to the basics of Design, Creativity and Technology using Textiles. They will

learn about various pieces of textiles equipment and how to use them safely in practice. Students become inquirers by investigating different techniques on how to create and design products.

Students will develop the design skills to confidently follow instructions on how to create their own textile pieces, and will begin with the creation of a pincushion that can be used throughout the semester. They will also begin to learn about textiles design in preparation for Term 4 where they will investigate, design, produce and evaluate their own bag for their iPad or laptop.

Year 8

In Year 8 Design, Creativity and Technology (Textiles), whilst new textiles students are introduced to the basics of textiles and design, those who took studied textiles and design in the previous year are increasing their understanding and skills in the area. Students continue their learning about various pieces of textiles equipment and how to use them in practice, expanding on the equipment used in year 7. Students will demonstrate being open-minded as their appreciation for design processes evolve and expand in many directions while learning new techniques and expressing contemporary ideas.

Students will further develop their skills to confidently follow instructions on how to create their own textile pieces. They will begin with the creation of a simple calico bag, which they will decorate with their own unique designs using screen printing and applique techniques. Students will expand their knowledge about textiles design in preparation for Term 4 where they will design and produce their own screen printed t-shirt.

Year 9

In Year 9 Design, Creativity and Technology (Textiles), students will be focusing on sustainability in the textiles and fashion industries, investigating the environmental impact of creating and disposing of textiles products.

Students will apply the knowledge and practical skills gained in previous units to address their design brief. They will be focusing on the re-use of discarded textiles pieces in order to create new products with higher value – a process termed 'upcycling'. They will design

new clothing items; with the challenge of ensuring at least 90% of their product is sourced from discarded textiles products. Students will be reflective in the evaluation of their processes as well as of the ideas they are trying to communicate through their work. Students will work collaboratively offering encouragement, and constructive criticism, to their peers while graciously receiving feedback on their work.

DRAMA

Year 7

In the Year 7 Drama program, students are introduced to drama through discovering the basic skills that underpin human communication. Students will explore personal and cultural expression, investigating how narratives from around the world communicate varying cultural beliefs and values.

In term one, Year 7's will focus upon rituals, myths and folklore; stories that have been used throughout time to entertain and to educate. Myths explored in class will cover Aboriginal and Torres Strait Islander stories, in addition to myths originating in Ancient Greece, and Native American creation stories. Students will also complete a research task, which asks them to research the history of one such story, and then tell the story using elements of oral traditions.

Students will begin to learn the elements of drama in creating their own work. In term one, students will create and perform their own myth, working within groups to build their expressive communicative skills. In term two, students will begin to explore improvisation, working to develop spontaneity and creativity. Throughout the term, students will keep a process journal. They will reflect upon their work, and assess how they might extend their skills as a communicator in all aspects of life.

Year 8

In the Year 8 Drama program, students are introduced to drama through discovering the basic skills that underpin human communication. Students will explore global connectivity through

story telling, focusing upon the benefits of modern media in communicating.

In term one, Year 8's will focus upon the art form of radio drama. Students will be exposed to historical and modern examples of the work, analyzing the creative elements involved in communicating a narrative through the use of sound. Students will extend their skills in creating soundscapes and developing believable characters. Students will complete a research task, which asks them to research the history of one influential radio drama, evaluate the social importance of the art form, and also investigate modern interpretations.

Students will begin to learn the elements of drama in creating their own work. In term one, students will create and perform their own radio drama, devising their own narrative within groups. In term two, students will begin to work on political theatre, working to create an ensemble performance, which tackles a social issue important to them.

Throughout the term, students will keep a process journal. They will reflect upon their work, and assess how they might extend their skills as a communicator in all aspects of life. Through this investigative process, students will build their expressive skills and knowledge of the arts.

THEATRE STUDIES

Year 9

In the Year 9 Theatre Studies program, students are introduced to drama through discovering the basic skills that underpin human communication. Through the unit of work, students will explore common human experiences, and how this is shared through the dramatic arts.

In term one, Year 9's will focus upon the performance style of melodrama. Students will view and analyze historical examples of the genre, investigating the particular dramatic elements of melodrama, which they will utilize in performance. Students will extend their communicative skills in performing a short piece of melodrama, exploring various stagecraft elements during this

process.

Students will explore monologues. They will complete a research task, which will extend their knowledge of the history of theatre and influential playwrights. They will evaluate the social importance of one playwright in particular, and will begin to analyze language to communicate in drama. Students will write and perform their own monologue in assessment.

Students will begin to learn the elements of drama in creating their own work. Throughout the term, students will keep a process journal. They will reflect upon their work, and assess how they might extend their skills as a communicator in all aspects of life.

FILM STUDIES

Year 8

In the Year 8 Film Studies program, students will learn to analyse the wider social contexts explored in a variety of influential films. Students will explore how art, particularly film, assists audiences in becoming aware of socially understood ideas and beliefs. Through viewing both historical and more modern interpretations of the art form, students will gain the skills to critically view films, developing their place as an active, analytical consumer of art.

In term one, students will investigate the theme of 'Outsiders in Society'. Utilising their growing knowledge of the production and story elements of film, including technical aspects such as camera angles, lighting, sound and mise-en-scene, students will be equipped to analyse the broader themes explored by film-makers such as Tim Burton and Francis Ford Coppola.

MUSIC

Year 7

In Music, students will begin to explore different areas of music through methods of analysing, creating and performing. They will listen to, interpret and respond to a variety of types and genres of music, learn to create their own musical ideas, while developing

technical musical skills and performing with and for their peers.

In year 7 students will explore the principles of sound production; focusing on how individual instruments create their distinctive sounds, as well as how they are related to other instruments. They will delve into these ideas through both theoretical and practical methods. They will demonstrate being risk-takers in developing their own personal style and sound and communicate these effectively to peers and public.

Year 8

In Music, students will continue their exploration of different areas of music through methods of analysing, creating and performing. They will listen to, interpret and respond to a variety of types and genres of music, learn to create their own musical ideas, while continuing to develop technical musical skills and performing with and for their peers.

In year 8 students will explore the idea of genre in music. Their inquiry will focus on both changes within genres over time, as well as the influence genres of music have had on other realms of human experience. Students will apply the knowledge of genre gained to their own performances and technical skills, which will allow them to form more cohesive and unified ensembles. Students will write reflective statements relating to both performance and theoretical exploration. Students will demonstrate being balanced through recognition and awareness of the combination of intellectual, emotional and physical content present in the work.

ENVIRONMENTAL SCIENCE

Year 7

Students will learn about environmental science framed through the 4 spheres of Earth; Atmosphere, Hydrosphere, Lithosphere and Biosphere. They will delve into the formation and properties

of the individual parts which comprise of Earth's systems. During term 1, students will be exposed to the climate of the Earth and the causes of climate change. Students will be encouraged to further develop their inquiry and critical thinking skills through examining evidence and drawing conclusions. Students will then proceed towards learning about the different forms of weather and will create news style weather forecast videos to highlight their understanding. During term 2, students will be exposed to the key concepts of change and balance in the form of both the water and rock cycles along with invasive and endangered species. They will analyse their own ecological footprints and consider ethical and personal responsibilities concerning sustainable development and their impacts and interactions with the environment.

VISUAL COMMUNICATION DESIGN

Year 7

Year 7 Visual Communication and Design (VCD) introduces students to the essential skills needed of designers and visual thinkers in the 21st Century. Students will participate in this subject as Graphic Designers, exploring the visual elements and principles that will allow them to become effective communicators of information and ideas.

Students use the Design Cycle to identify and research opportunities for innovation and analyse existing products and trends, develop design solutions and present chosen designs. Through mind-mapping, sketching and prototyping, students will explore the elements of colour, shape and type to create logos and branding for a personal identity.

In Visual Communication and Design students will be introduced to various technical skills ranging from 2D and 3D drawing techniques to digital image production using Adobe Illustrator to create logos and packaging designs.

Year 9

Year 9 Visual Communication and Design has a focus on Architecture as students gain awareness of the various professional design areas. Students become thinkers whilst exploring and responding to a number of different Architectural styles and will compare and contrast trends in building design over centuries.

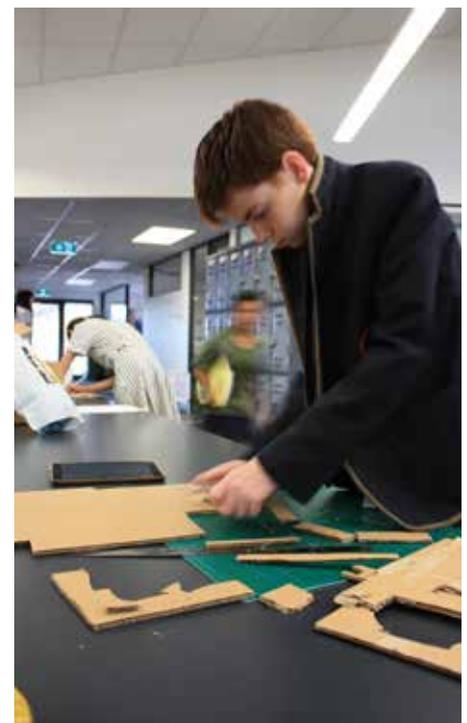
Students will create their own building designs through exploration of 3D forms with mockups and prototypes allowing the development and refinement of building forms.

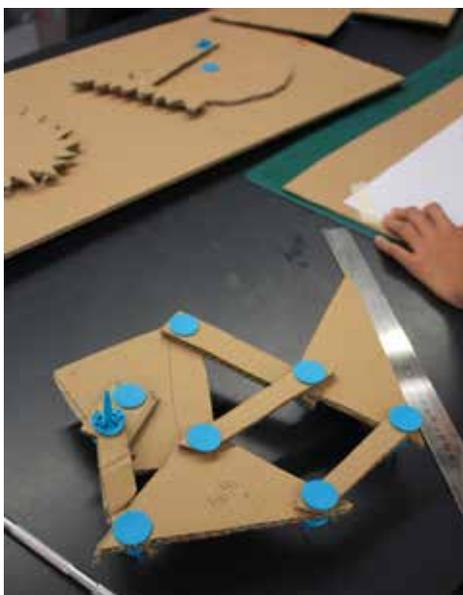
As students develop their design vocabulary they will evaluate and critique existing buildings and architectural styles and will participate in excursions to discover the real-world applications of their learning.

ROBOTICS

Year 8

Robotics is a hands-on unit that introduces students to possible futures in STEM (Science, Technology, Engineering and Mathematics) careers. Students





become inquirers as they investigate and apply their knowledge of structural, mechanical and electronics principles to create innovative design solutions to identified challenges or opportunities.

Students will work individually and collaboratively to plan, design, prototype and refine working products that demonstrate technical skills of sketching and drawing, prototyping, soldering and programming. Through testing and iterative refinement products will be developed to meet design briefs and to cater for the needs of a target audience.

Students will consider the social, economic and environmental impacts of technologies and materials and will justify all design decisions that they make.

ART

Year 7

The year 7 Art program introduces students to art making practice through classroom discussion, responding to contemporary and traditional art forms and creating artworks around a central theme. Students develop their own definition of what might be considered art and who might be considered an artist through an investigation into the works and practices of Marcel Duchamp, Andy Warhol, and Ai Weiwei.

The students become knowledgeable of the elements and principles of art and design and will use these in a considered manner in creating their artworks. The students will follow the design process in order to plan, develop

and create their works. Throughout the process the students will annotate and reflect on their own work, as well as critiquing their classmates work.

Year 8

The year 8 Art program continues to develop the creative skills of the student artists through collaboration with peers, exploring and responding to contemporary and traditional artworks and creating artworks in response to a central idea.

The focus of year 8 Art is to work towards developing the student's individual style through experimentation with technique, materials and form. Students will develop their work in their Visual Diary and will present finished artworks to an audience. As the student artists build their visual arts vocabulary they will critique their own works the works of their peers and the works of traditional and contemporary artists.

The students will keep all of their experimentation, sketches and ideas in their Visual Diary as a record of their progress as well as a resource of different techniques and theories.

MEDIA

Year 7

In Year 7 Media, students will explore and respond to different forms of traditional and contemporary media, and will develop their creative skills to produce cinematic artworks.

The focus of this unit is Global Communication and Communities and students will investigate different ways of sharing information with a targeted audience and the factors that influence how a message is interpreted.

Students will explore the conventions of genre in cinema and television, reception theory (how audiences are influenced by visual texts), as well as production elements (including visual composition, camera, lighting, sound and editing), and story elements (including plot, setting, character and structure of time in narratives). Students will learn basic practical skills through planning activities (storyboarding, scriptwriting, gathering inspiration and reflecting) and production activities

(including camera use, video editing and stop motion animation).

The Media course facilitates an interdisciplinary approach to learning by allowing students to apply knowledge gained from a variety of subjects and realworld scenarios through production exercises and reflection.

PHOTOGRAPHY

Years 7 and 8

Students are introduced to the elements and principles of art and design as they apply to image making and explore photography as a story-telling medium. They become thinkers as they develop their visual literacy by critically analysing images and identifying the choices photographers make when composing a photograph.

Students develop their technical skills by learning how to manually control a dSLR camera and practice these skills to produce a considered portfolio of works. The students will follow the design process in order to plan, develop and create their works. Throughout the process the students will annotate and reflect on their own work, as well as critiquing their classmates work. Students will work collaboratively offering encouragement, and constructive criticism, to their peers while graciously receiving feedback on their work.

DIGITAL TECHNOLOGIES

Year 7

In Year 7 Digital Technologies students begin developing fundamental skills in computational and design thinking and gain an understanding of how digital technologies play a key role in shaping the global society of the 21st century.

Students become risk-takers as they learn how to become effective creators of technology by designing algorithms and developing programming solutions to produce their own games using an iterative development process in the

Scratch.

Students continue to develop their understanding of digital systems through experimentation with simple electronic circuits and Arduino microcontrollers. Students apply a variety of problem-solving techniques as they create solutions to problems that are situated in a variety of contexts.

GIRLS WHO CODE

Year 8

In Year 8 Girls Who Code, students take the role of a developer by developing their knowledge of algorithms, abstraction, and web page design and applying it to the creation of web pages and user documentation. Students will explore issues of social responsibility in web use. They will learn to plan and

code their web pages using a variety of techniques and check their sites for usability and accessibility. Students learn to be balanced through the creation of user-friendly and standards-based websites by applying fundamental notions of Human Computer Interaction (HCI).

Students continue to develop their understanding of digital systems through experimentation with electronic circuits and LilyPad Arduino microcontrollers to create their own wearable technology. Students apply a variety of problem-solving techniques as they create solutions to problems that are situated in a variety of contexts. Students will demonstrate open-mindedness as they explore future careers and pathways for girls in the Information Technology industry.

