



curriculum overview

Years 7, 8 and 9
Term 2 2016

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 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.

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

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) 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
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

- 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 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

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 MYP lab reports. Students will exhibit curiosity in how things work at a scientific level, investigating safely, asking the right type 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 explore Environmental Science and Chemistry. They will research and investigate the impact of over-exploitation of natural resources on our natural environment. As Risk-takers, students will embrace challenges and new ideas and learn to use new strategies while being unafraid to find unexpected conclusions. They will employ these ideas to explore the ways of recycling used water.

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,

Important dates

YEAR 7

- Wednesday 18th May, girls netball
- Tuesday 26th May, boys and girls soccer

YEAR 8

- Tuesday 20th May, girls netball
- Tuesday 7th June, girls and boys soccer

YEAR 9

- Friday 20th May, boys soccer and girls netball

- Saturday 21st May, 9:00am Everest Program

- Friday, 27th May, Curriculum Day

- Friday, 24th June, end of Term 2 school finish at 2:00PM

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

As knowledgeable students, they will continue to develop a further understanding of the global contexts in mathematics this term. Students will 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 continue to persist with their usage of personalized continuums to help set SMART goals on a small and large scale.

This term, students will revisit their conceptual understanding of decimals, percentages and fractions from the global contexts of fairness and development as well as the concepts of measurement and statistics. In preparation for NAPLAN assessments midway through the term, students will be exposed to previous NAPLAN tests as a form formative assessment, to help identify current gaps and misconceptions in their previous learning to give them the best opportunity to succeed. 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 term, students will begin by revisiting the concepts of decimals, percentages and fractions in the global context of fairness and development. Following those units, students will extend their knowledge with the concept of congruence in geometric terms as well as statistics in the form of data collection. Students will continue to use goal-setting strategies to know their individual strengths and weaknesses in Mathematics. Students will continue to further develop their self-management skills by continuing to use personalized continuums to help guide their goal setting on a small and large scale.

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Year 9

This term students will begin by investigating algebraic concepts such as index laws and the expansion and factorization of algebraic expressions. Following that unit, students will solve real life situations which involve the use of geometry when calculating the area and perimeter of composite shapes.

Students will continue to further develop their self-management skills by using 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 term, students will be exposed to previous NAPLAN tests as a form formative assessment, to help identify current gaps and misconceptions in their previous learning to give them the best opportunity to succeed. Students will be exposed to test taking strategies as well as study habits as part of the NAPLAN preparation unit.

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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.

LOTE

Students of LOTE Chinese starts Term 2 with practices of reading common greeting phrases in characters. They will continue to understand and practice the structures and meanings of Chinese characters, how they are formed and how to interpret them based on radicals, etc. Students also start to learn phrases and sentences to describe their emotion and feelings. In terms of Chinese history and culture in the global context, students will investigate the stories behind two major earthquakes in Modern China, and their impact on families and arts/politics, for example, Ai Weiwei's documentaries and artworks surrounding this topic.

ENGLISH

Year 7

In Term 2, Year 7 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.

At the end of April students will begin to spend more time focused on their individual learning goals in order to better prepare themselves for NAPLAN at the beginning of May. Students will reflect on their individual goals and provide evidence of their learning to support their reflections. When students have attained a desired personal learning goal they will self assess with teacher assistance in order to set their next learning goal.

In mid-April, Students will begin their exploration of the novel, The Boy in



the Striped Pajamas, through the lense of the MYP Global Context of Dimensions of Time and Space. They will develop their inferring and analysis skills as they investigate the differences in Perspective within the novel. Students will begin to develop an understanding of Text Response Essays. They will explore how to respond to Text Response Questions by planning, using quotations, referencing, structuring paragraphs, and using persuasive writing techniques. Weekly students will participate in exercises and activities designed to increase

their understanding and improve their use of grammar, punctuation and vocabulary.

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 2, Year 8 students will develop an understanding of power within social structures in the text, The Hunger Games. Students will focus their analysis through the lenses of the MYP Global Context of Fairness and Development and the Concept of Connections. They will read, summarise and analyse the plot, characters, social structures and examples of power. Students will develop a greater understanding of text analysis through the study of the novel. They will explore how to respond to Text Response Questions by planning, using quotations, referencing, structuring paragraphs, and using persuasive writing techniques. At the end of the unit, students will submit for assessment their completed Text Response Essay. Weekly students will participate in exercises and activities designed to increase their understanding and improve their use of grammar, punctuation and vocabulary.

In the second half of Term 2, students will continue their exploration of The Hunger Games, as they focus their attention on the film version and the MYP Concept of Perspective within the Context of Identities and Relationships. Students will explore the perspectives of different characters and evaluate these using evidence from the text. At the end of the unit students will perform an oral presentation about the different perspectives of the characters.

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 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.

At the end of April students will begin to spend more time focused on their individual learning goals in order to better prepare themselves for NAPLAN at the beginning of May. Students will reflect on their individual goals and provide evidence of their learning to support their reflections. When students have attained a desired personal learning goal they will self assess with teacher assistance in order to set their next learning goal.

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.

Students will complete a study of Shakespeare texts, focusing on themes and characters within *Romeo and Juliet*. Students will examine and attempt to utilise language

conventions found within the text to further their understanding of language as a growing and changing system of communication. Students will develop communication skills through performance while enhancing understanding of the text. Students will demonstrate their attainment of knowledge in this field via a text response essay assessment prompted by a question on the themes of *Romeo and Juliet*.

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. Students will also use their prior knowledge about mapping and expand their skills in this area.

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.

We will continue to look at landforms and landscapes in Term 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.

After completing Biomes, students will 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 Semester 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 Semester 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 Semester 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.

Students 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 specific 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 working towards level 8 standards in Design, Creativity and Technology. They are introduced to the basics of textiles and design. They 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 skills to confidently follow instructions on how to create their own textile pieces. They have been learning about textiles design leading them to investigate, design, produce and evaluate their own bag for their iPad or laptop. Students will also focus on organisation and self management skills throughout the semester.

Year 8

Students are working to level 8 standards in Design, Creativity and Technology. Whilst new textiles students are introduced to the basics of textiles and design, those who took studied textiles and design in year 7 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. Students are expanding their knowledge about textiles design, and they have begun to design and produce their own screen printed t-shirt. Students will also focus on organisation and self management skills throughout the semester.

Year 9

Students are working to level 10 standards in Design, Creativity and Technology. In this unit, 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 50% of their product is sourced from discarded textiles products. Students will also focus on organisation and self management skills throughout the semester. Students will be reflective in the evaluation of their processes as well as of the ideas they 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 Torre 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, student 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.

VISUAL COMMUNICATION AND 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 Packaging 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 packaging forms, as well as surface graphics.

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, graphics 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.

INTERACTIVE ART

Year 8

The Interactive Art course introduces students to methods of creating interactive artworks that respond to the audience and the environment. Students will apply creative thinking and aesthetic practices with technological applications to connect with the global STEAM (Science Technology Engineering Art & Maths) education movement.

Student will explore and respond to interactive artworks created by creative practitioners across many disciplines with a focus on innovative applications of technologies. Students will continue to build on their use of Arts language, alongside terms from science, mathematics and engineering.

Students will plan an artistic response through investigating possible interactions between the artwork, the audience and the environment through the manipulation and application of form, space, light, sound and movement.

Students will continue to build on their design planning and drawing skills as well as being introduced to new skills in programming, soldering and digital modeling.

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 through the use of traditional and emerging technologies.

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.

Students will be focusing on Printmaking practices and how images have been communicated through different historical and cultural contexts.

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.

