



### Year 7 Curriculum Overview



#### ENGLISH

In Term 4, Year 7 students will demonstrate their understanding/s of the key concepts of Culture and Identity and the MYP Global Context of Identities and Relationships through their text analysis of the film 'Spirited Away'. Students will utilise their understanding/s of film techniques developed in Term 3 in their analysis of the film. Their essay will assist them in building and strengthening their knowledge of formal essay writing. Students will plan, use quotations and direct reference to film techniques present within the film, TEEL paragraph structure, and some persuasive writing techniques.

Later in Term 4, Year 7 students will begin to explore the world of advertising. Students will draw upon the understandings and knowledge gained during Term 1 and 2 of persuasive techniques and use these to analyse advertisements. By

exploring the world of advertising in the MYP Global Context of Fairness and Development, students will examine how advertisers use communication to purposefully manipulate audiences and how both power and privilege operate within this process. With the key concept of communication, students will be required to demonstrate their understandings and knowledge of advertising and persuasion by creating their own advertisement.

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 practice 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.

#### SCIENCE

In Term 4, Year 7 will be exploring the Biology Science through investigating - Habitats and Classification. Their first inquiry, Classification helps organize and understand the diversity within and between groups of organisms, will be done through the Global context of Globalisation and Sustainability and the key concept of Relationship.

They will carry out activities to classify living and non-living species to establish the characteristics of living beings. They will then be challenged to decide the place for Viruses.

This solid founded knowledge of living and non-living will lead into the curiosity to know Herbivores, Carnivores and Omnivores and their characteristics.

To give them an opportunity to connect their learning to latest research and discovery in the field of Biology, grade 7s will go to Melbourne Museum at the end of week 3. At the Museum, they will further absorb classification of Australian species and bring back their experience

### The Senior School Staff members:

Assistant Principal	Jeanette Finegan
English (Language A), LOTE Mandarin (Language B) and Individuals and Societies	Mr. Beau Lepp ( Year 7 & 8 English) Mr. Adam Portelli (Year 7 & 8 English) Ms. Gillian Hall (Year 7 & 9 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) Gillian Hall ( Year 7 Humanities, Years 7 & 8 Media)
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 Greg Coles - Music and Radio (Years 7, 8, & 9) 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- Ms. Stephanie Ficarra Student Pathways and Wellbeing support- Mrs. Micalle Callea
Mentor Teachers	7A- Mr. Beau Lepp 7B- Ms. Nisha Rani 7C- Ms. Katherine Sadler 7D- Mr. Adam Portelli 7E- Ms. Gillian Hall 8A- Mrs. Tracey Hubert 8B- Mr. Zac Doherty 8C- Mr. Sam Nikolsky 9A- Ms. Lucinda Burney 9B- Ms. Catherine Crossley

to the classroom to continually referring back and add on to it.

Students will then take their second inquiry-Food chains and food webs as an evidence of organism interdependence and balance that can be affected by human activity under the global context of Globalisation and Sustainability and key concept of Change. Students will be required to research and present a science report on Food web and food chain. They will be thinkers and extend themselves by evaluating the effects of increase or decrease in population of any one species in the food chain. They will exercise empathy by selecting a sea creatures, researching the effects of litter on them and creating a plan to reduce the impact of litter.

Towards the end of the term students will explore Earth and Space Science.

## HUMANITIES

This term in Humanities the focus will be on History, once our assessment for our previous unit has been completed. Students will be examining Ancient Egypt and the importance of this era through the orientation of space and time. Students will critically evaluate the significance of individuals and groups within a society and how social structure influences beliefs and practices. Throughout the term, students will be allocated the role of an Ancient Egyptian person, such as pharaoh, soldier or farmer to gain a deeper understanding of the social structure that was in place during this time. By looking at the social structure of Ancient societies, students will gain a deeper understanding of the impact of social structures today. Particularly, in relationship to power and privilege. Students will analyse the physical features of Ancient Egypt, such as the Nile River and how it influenced civilization. Students will research the social, political and religious systems as well as the concepts of freedom and equality throughout the unit. Students will use their prior knowledge from Semester 1 to locate and analyse a range of information from both primary and secondary sources. This will allow them to draw conclusions about the reliability of sources and the importance of conserving the remains and heritage of the past. Through the comparison

of an ancient world with the modern world, students will gain a greater understanding of human experience. Regardless of the differences in technology, philosophies and our way of life, students will be able to recognise that humans still share the same basic needs and desires.

## MATHEMATICS

During term 4, students will gain a greater understanding of the Global Context of scientific and technical innovation through their investigation of designing a zoo to maximize the space and suitability for animals. This will be explored through the Concept of Relationships, Change and Culture. Students will use the following skills learnt in the Domain of Measurements and Geometry. Students will choose appropriate units of measurement for area and volume and convert from one unit to another, find perimeters and areas of squares, rectangles, triangles, parallelograms, trapeziums, rhombuses, kites, find volumes of rectangular and triangular prisms, investigate the relationship between features of circles such as circumference, area, radius and diameter, use formulas to solve problems involving circumference, area and volume. Students will use knowledge and skills they are learning in the Biology unit in Science to support this unit.

Students will gain a greater understanding of the Global Context of Fairness and Development through their investigation of the make-up of a pack of skittles. This will be explored through the Concept of Logic and Relationships. Students through the Domain of Statistics and Probability will describe and assign probabilities, compare frequencies, construct sample spaces, identify complementary events and use the sum of probabilities to solve problems, describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and', represent events in two-way tables and Venn diagrams and solve related problems.

Students will continue to use personalized continuums to help guide their education in Mathematical concepts, as well as goal setting strategies on a

small and large scale. Teachers will use formative assessment, to help identify current gaps and misconceptions in students' previous learning and use these 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.

## ENVIRONMENTAL SCIENCE

During Term 4, students will gain a greater understanding of the Global Context of fairness and development through their investigation of energy use, energy footprints and earths resources. This will be explored through the Concepts of culture and perspective. Students will investigate energy use around the world, analyse their own ecological footprints and consider the concepts of equality and equity through the statement of inquiry: Our societies consumption of energy is inequitable from different perspectives.

Students will gain a greater understanding of the Global Context of globalization and sustainability through their investigation of endangered and invasive species. This will be explored through the Concepts of communities and relationships. Students will investigate the causes of endangered and invasive species and human influences through the statement of inquiry: There is a relationship between invasive and endangered species which is linked our position in the world.

Students will examine evidence and will be encouraged to develop their inquiry and critical thinking skills. Throughout the subject students will reflect on ethical and personal responsibilities concerning sustainable development and the environment.

## MEDIA

During term 4, students will gain a greater understanding of the Global Context of Globalisation and Sustainability through their investigation of media types, consumption and ownership. This will be explored through the Concept of Communication.

Students will explore types of media, target audiences and who controls what is being presented in order to determine notions of bias and identify purpose in media texts. The unit will be shaped around the statement of inquiry: communication of the truth is





dependent on the relationship between the communicator and audience and is influenced by the role of the communication. Inclusion and omission of information and details often reflects inequality, difference and inclusion within society.

Learning will be shaped by inquiry questions and the knowledge and skills gained will enable students to culminate their learning with the production of a news story in more than one medium. This will allow them to show their understanding of the concept of communication in their choice of language and visuals, form and structure and of the Global Concept of Globalisation and Sustainability in their exploration of how the media creates and sustains a sense of interconnectedness.

## DIGITAL TECHNOLOGIES

In Year 7 Digital Technologies and Girls Who Code students continue developing fundamental skills in computational and design thinking and inquire into how digital technologies and innovation play a key role in shaping the global interactions of the 21st century.

Students begin to develop their

understanding of digital systems through collaborative experimentation with simple electronics—beginning with paper circuits and progressing towards coding Arduino and LilyPad microcontrollers. Students explore how electronic sensors gather data and respond to environmental conditions. Students apply a variety of problem-solving techniques as they design and invent solutions to problems that are situated in a variety of contexts. Students will relate their learning to the key concepts of global interactions and communication in the global context of scientific and technical innovation.

## ART

In Term 4, students continue to explore art making practice through classroom discussion, responding to contemporary and traditional art forms and creating artworks in response to the statement of inquiry: the significance of artworks can change when viewed through the global context of personal and cultural expression. Students continue to develop their own perspective of what might be considered art through an investigation into the works and practices of key contemporary artists.

Students experiment with a variety of mediums including drawing and printmaking to explore how ideas and

meaning can be conveyed through the visual arts. They develop their intercultural understanding to interpret art works and to identify their significance in a critical context. Throughout the process the students will develop their visual arts vocabulary to annotate and reflect on their own work, as well as the work of others. Students will relate their learning to the key concepts of perspective and form in the global context of personal and cultural expression.

## VISUAL COMMUNICATION DESIGN

The Year 7 Visual Communication Design program introduces students to the field of communication design, as they explore how 'People create identities and relationships when communicating thoughts, ideas and concepts through words and images.'

Students participate in design challenges that allow them to develop their use of visual language, and investigate and experience the applications of design in logos and packaging, drawing on key concepts of communication, communities and systems.

Students will develop their ideation and visualisation skills to allow them to communicate their ideas in different visual formats while working individually and collaboratively. Students will investigate the field of graphic design through the practices of designers and will develop solutions to problems utilising the Design Cycle to inquire and analyse problems or challenges, develop ideas and create solutions.

Students will be introduced to various tools and techniques that will allow them to complete their designs, and will use tools and techniques that align with professional design practice.

## PHOTOGRAPHY

The Year 7 photography course introduces students to photography as an artmaking medium, exploring and

responding to how 'Photography is the art, science and practise of capturing light.' Students will relate their learning to the key concepts of perspectives, culture and expression, within the global context of Orientation in Time and Space.

Students will develop a conceptual understanding of how photographers make deliberate decisions in order to capture a mood, make people laugh and tell a story. The focus of this subject is for students to have hands-on experience in using Digital SLR cameras and digital image manipulation software.

Students will continue to develop their visual arts language, incorporating new photographic terms

## DRAMA

In Term 4, students will explore the global context of personal and cultural expression, through their investigation of three comedic, physical-based performance styles. Through the key concepts of expression and audience, students will inquire into the relevance of comedic entertainment in society, and how actors use physical expression to communicate the common human experience. They will develop an understanding of the conventions of Physical Theatre, Mime and Commedia Dell'Arte through individual research and the practical application of the styles in practical activities in class. Through the unit, students will build skills in expressing narratives and ideas through movement and gesture, developing

characters consistent with dramatic styles, and collaborating with peers.

Under the global context of identities and relationships, students will inquire into the ability of drama to develop open-mindedness in both our art and our relationships with others. Focusing on the key concepts of composition and play, students will focus upon improvisation in theatre, debating the benefits of embracing change and playfulness with others. Students will further develop the skill of collaboration, as they create spontaneous theatre with their classmates, with an emphasis on helping one another succeed. In building expressive skills in voice and use of physicality, students will also begin to understand the importance of the elements of drama in creating dynamic, engaging drama.

Throughout the term, students will keep a process journal, documented on Seesaw. They will reflect upon their work, analyse the exemplar work of model performances and texts, and assess how they might extend their skills as a communicator in all aspects of life.

## TEXTILES & DESIGN

In year 7, students are working towards level 8 standards in Design and Technologies. Students will understand that new products can be influenced by existing designs through an inquiry into creative ways in which we can discover and integrate our personality into unique aesthetics in design. 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 will develop the skills to confidently and independently 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. Students become inquirers by investigating different techniques on how to create and design products.



## FOOD TECHNOLOGY

As a Design subject, Food Technology in year 7 is concentrated around developing students' food repertoire and understanding of processes and methods. Through the inquiry process, students investigate how aesthetics and creativity impact on the development of how products are perceived in society. Students learning will be focused around the global context of personal and cultural identity, using the material available as resources to aid in their product development and ongoing evaluations to continually improve their ideas. Students will be given the opportunity to generate, develop and test design ideas, plans and processes using appropriate technical terms and equipment. Being reactive, students will demonstrate their own understanding of how the design could be improved to ensure that it meets the design brief.

Throughout the term the students will use a variety of materials and equipment 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, cost, create and evaluate their own baked good which can be sold for a profit. Through this task they will demonstrate their practical skills as well as responding to a variety of factual, conceptual and debatable questions including how much their product costs to make, what makes a product profitable and how their choice in ingredients will impact the quality of their product.

## PHYSICAL EDUCATION

This term in Physical Education, students will explore the global context of personal and cultural expression as they



continue to refine their fundamental movement skills through the sports of Aussie rules football and rugby.

Students learning will focus around an inquiry where they will explore the relationship between a variety of skills and elements that can be demonstrated in sport. Through this inquiry, students will develop the key concepts of communication, adaptation and movement across each sport and will be able to demonstrate and respond to factual, conceptual and debatable questions about how the elements of effort, space, time, objects and people can enhance and refine performance.

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 explore the global context of identity and relationships through an inquiry into how our personal perspectives impact the choices we make on our health and wellbeing. Through the key concepts of change, students will recognize the impact that the choices we make in everyday life impact on their personal health. In this unit, they will gather information which will allow them to analyse the choices

they can make and investigate the impact these have on the health and wellbeing of individuals.

## LOTE

In Term 4, LOTE Chinese Year 7 students continue to develop their understanding of how Mandarin Chinese is used to express personal and group interests through the Statement of Inquiry: Language is a vital tool for personal and cultural expressions in a global society. Students consolidate their speaking and writing skills as they keep building their vocabularies and sentence structures to describe cultural activities and events, drawing on Key Concepts of Communications, Connections and Culture.

They continue to practice writing and word choice in radicals and Pinyin. Students will further develop their linguistic knowledge as they practice listening and reading skills. Students will also gain a greater understanding of Chinese culture through the study of Chinese festivals and their customs.

## WOOD TECHNOLOGY

The year 7 Wood-Tech program introduces students to the field of materials design and technology, as they explore the inquiry question of 'What is the nature and purpose of creative expression, viewed through

the Global lens of Personal and Cultural expression'.

The year 7's are entering into the production stage where they begin to understand and logically sequence major stages of production, and calculate and list materials and quantities needed for production. They will develop evaluation criteria from the design brief to inform their judgments during the production process. Students will manage materials, components and

processes to produce products, taking full account of the appropriateness of their properties, characteristics or expected outputs in meeting requirements of the design briefs. Make modifications during production, providing an explanation for changes that demonstrates reflection, research, responsiveness to feedback, and use of evaluation criteria.

Students will be able to select appropriate equipment and techniques

to safely construct and evaluate the performance of their products, and be able to evaluate and make improvements to the performance, function and appearance of others' products through peer reviews. Students will be able to make modifications to improve their products in light of evaluation of their performance, function and appearance. Students will have a final report to describe and analyse the social and environmental impacts of their own and others' designs.

# Year 8 Curriculum Overview

## ENGLISH

In beginning of Term 4, students will continue with their analysis of the film 'Bend it like Beckham'. They will examine the film through the lens of the MYP Key Concepts of Culture and Identity within the Global Context of Identities and Relationships. Students will explore how identity is shaped during adolescence and the impacts that culture has in this process. They will present their analysis of the text and its exploration of identity formation in a 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 unit for Term 4, Year 8 students will take part in an Interdisciplinary Unit looking at persuasion. In English, students will explore persuasion through the MYP Global Context lens of Personal and Cultural Expression with a focus on Analysis and Argument with students developing and participating in the debating of issues and ideas. This will compliment and assist with the understandings developed in Health about drugs and alcohol, with students using their understandings of persuasive language and research skills. Students will research, analyse and present different perspectives on a range of issues and ideas through debating. Students will develop an understanding

of the persuasive techniques along with the process and requirements of debating.

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 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.

## SCIENCE

This term in science, through the Global Context of Globalization and Sustainability, students will inquire into the geological structure of the Earth's crust. Students will understand that rocks are contain minerals, and the processes that form these minerals. Students will then explore and inquire into the impact of our society's need for minerals, their use, and the effect on our environment of these pressures. During this task, students will be given the opportunity to extend themselves into year 9 and 10 through the curriculum continuum.





Towards the end of term, the students will be given the opportunity to explore their own interests in science. Where we will extend our science knowledge through inquiry, investigation and practical experiments.

During this term there will also be a continuation of our science has a human endeavor concept, as we will continue to discuss how science impacts different parts of our society. We will discuss how our scientific knowledge impacts our society as new evidence becomes available, particularly as new technology and scientific advances are made.

With the remainder of the year the students will be given the opportunity to follow their own personal science inquiry including an introduction to year 9 concepts.

## HUMANITIES

In Term four, students will be able to demonstrate knowledge and understanding in difference in culture, living conditions and outlook, industry attitudes to environmental issues in these regions. Students will gain a greater understanding of the Global Context of identities and relationships through their investigation to develop understanding through key concepts including communities and development.

This unit of work will help students develop skills in explaining the significance of

changing nations and characteristics of places also the relationships between them. Students will be provided with learning experiences that will enable them to develop the skills of working as team, using geographical terms and concepts, undertaking historical inquiry using relevant sources, including ICT, analysing sources, identifying and analysing different perspectives of the past and effective communication of ideas, opinions and explanations.

## MATHS

During term 4, students will gain a greater understanding of the Global Context of Orientation in Time and Space through their investigation of designing a cultural specific house. This will be explored through the Concept of Relationships and Logic. Students will use the following skills learnt in the Domain of Measurements and Geometry. Students will choose appropriate units of measurement for area and volume and convert from one unit to another, find perimeters and areas of parallelograms, trapeziums, rhombuses, kites, investigate the relationship between features of circles such as circumference, area, radius and diameter, use formulas to solve problems involving circumference and area.

Students will gain a greater understanding of the Global Context of Fairness and Development through their investigation of the make-up of a pack of skittles. This will be explored through

the Concept of Relationships. Students through the Domain of Statistics and Probability will identify complementary events and use the sum of probabilities to solve problems, describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and', represent events in two-way tables and Venn diagrams and solve related problems.

Students will gain a greater understanding of the Global Context of Fairness and Development through their investigation of comparing and converting different currencies. This will be explored through the Concept of Relationships and Logic. Students through the Domain of Linear and Non Linear Relationships. Students will plot linear relationships on the Cartesian plane with and without the use of digital technologies, solve linear equations using algebraic and graphical techniques and verify solutions by substitution.

Students will continue to use personalized continuums to help guide their education in Mathematical concepts, as well as goal setting strategies on a small and large scale. Teachers will use formative assessment, to help identify current gaps and misconceptions in students' previous learning and use these 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.

## MEDIA

During term 4, students will gain a greater understanding of the Global Context of Globalisation and Sustainability through their investigation of media types, consumption and ownership. This will

be explored through the Concept of Communication.

Students will explore types of media, target audiences and who controls what is being presented in order to determine notions of bias and identify purpose in media texts. The unit will be shaped around the statement of inquiry: communication of the truth is dependent on the relationship between the communicator and audience and is influenced by the role of the communication. Inclusion and omission of information and details often reflects inequality, difference and inclusion within society.

Learning will be shaped by inquiry questions and the knowledge and skills gained will enable students to culminate their learning with the production of a news story in more than one medium. This will allow them to show their understanding of the concept of communication in their choice of language and visuals, form and structure and of the Global Concept of Globalisation and Sustainability in their exploration of how the media creates and sustains a sense of interconnectedness.

## DIGITAL TECHNOLOGIES

In Year 8 Digital Technologies, students continue to develop their knowledge of fundamental programming concepts, algorithms, and problem-solving. Learning to code by making real products, students inquire into how technology and innovation can make a significant impact on communities and relationships and improve the lives of others.

Students begin to develop their understanding of digital systems through collaborative experimentation with simple electronics—beginning with paper circuits and progressing towards coding Arduino and Lilypad microcontrollers. Students explore how electronic sensors gather data and respond to environmental conditions. Students apply a variety of problem-solving techniques as they design and invent solutions to problems that

are situated in a variety of contexts. Students will relate their learning to the key concepts of global interactions and communication in the global context of scientific and technical innovation.

## ART

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 how 'Artists draw on influences from a variety of sources'

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. In term 4 students will be engaging with the printmaking process, using etching to produce detailed, reproducible versions of their artworks. Students will gain technical skills used in a variety of printmaking forms, including image creation, inking plates, and using the printing press.

## VISUAL COMMUNICATION DESIGN

The focus of Year 8 Visual Communication Design is on Product Design and Innovation, as they investigate how 'People identify problems in order to find opportunities for innovation to improve quality of life.' Student learning will be centred around the global context of globalisation and sustainability, using critical and creative thinking skills to analyse and create within the world of design.

In Term 4 students will focus on creating their solutions. This will be accomplished with students creating detailed design drawings, 3D Computer-aided Design Models, and physical prototype models.

Students will test, evaluate and improve their designs in order to produce a successful product.

Students continue to develop and use their design vocabulary when discussing existing products, as well as in reflecting on their process and progress. Students continue to practice their design drawing and visual thinking skills, digital technologies skills and desktop prototyping skills.

## PHOTOGRAPHY

During Term 4, students continue to explore photography as a powerful storytelling medium. Through an inquiry into the significant role of images in communicating key moments in space and time, students develop their visual literacy by critically analysing images and identifying the choices photographers make when composing a photograph. Through a process of editing and image curation, students will begin to inquire into how the presentation and visual organisation of images impacts on how they are perceived by an audience.

Students continue to develop their technical skills by using what they have learnt about aperture, shutter speed, and light to produce a considered portfolio of works. The students will undertake a process of collaboration and experimentation in order to create aesthetic and meaningful artworks. Throughout the process, the students will develop their visual arts vocabulary to annotate and reflect on their own work, as well as the work of others. Students will relate their learning to the key concepts of communication and creativity in the global context of orientation in space and time.

## FILM STUDIES

In term 4, students will continue to explore the global context of personal and cultural expression through the collaborative recreation of film trailers. Developing an understanding in the key concepts of genre and structure, students will build upon the planning completed in the previous



term to edit and produce recreated film trailers. They will reflect upon the technical elements of film-making in a focus statement submitted with their work, and will present their work at a screening open to the student body. As a class, students will debate the merits and challenges of working within a small budget, the difficulties of recreating art as opposed to crafting new work, and the opportunities and frustrations of working within a team on a singular project.

Building upon their developing knowledge of genres and how they are crafted and communicated through filmic conventions, students will engage in an exploration of gothic fairy tales. Filtered once again through the global context of personal and cultural expression, students will analyse Tim Burton's *Edward Scissorhands* and Henry Selick's filmic recreation of Neil Gaiman's *Coraline* in exploring the key concepts of narrative, genre and composition. Students will utilise their growing knowledge of camera angles, movement and framing, and artistic design, to examine how film-makers communicate a narrative genre on screen. They will compare the work of Burton and Selick in building gothic, fantastical worlds through film through a written piece of work, developing their ability to analyse and discuss art using examples to illustrate their arguments.

Students will also have the opportunity to plan their own short gothic fairy tale film, develop skills in artistic appropriation and script-writing.

## DRAMA

In Term 4, students will explore the global context of scientific and technological innovations, inquiring into the effect of such advancements into the type of entertainment we consume and how we share narratives of human experience. Focusing 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. Through the exploration of the art form through a research task, listening to exemplar works and practically applying their knowledge in the creation of their own radio drama, students will debate whether technical innovations such as the internet have helped or hindered human connection, particular the way we share stories. Students will extend their skills in creating soundscapes, in addition to creating and communication believable characters and situations through acoustic and digital sound, including vocal expression.

Throughout the term, students will keep a process journal on Seesaw.

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.

## MUSIC

The year 8 music program in Term 4 will build on the skills and knowledge students acquired in term 3. The students will explore the Global Contexts of Personal and Cultural Expression by composing and performing their own Popular Music Song. Students will build on their specific knowledge of harmony and chord structures to create a structure for their song. They will use Keyboard and guitar instruments as they see fit. Using these tools and skills they will explore the key concepts of creativity and communication of ideas. Creativity will be explored in group, small group and individual contexts. Creativity will be explored through melodic invention, rhythmic patterns, song lyrics and group interaction.

Students will explore the key concept of communication as they perform their compositions. The process of performing will be introduced gradually, as students perform initially for themselves, then for their immediate peer group and finally, culminating in a class performance that will also become their final assessment for the unit.

Music is a subject where knowledge and experience is greatly varied from student to student, and as such students will very much direct their own learning through their preferences for instruments that they play, their proclivity to write lyrics/sing or otherwise and the level of participation in the group that they choose.

## TEXTILES & DESIGN

Students are working to level 8 standards in Design and Technologies. Students will understand that new products can be influenced by existing designs through an inquiry into creative ways in which we can discover and integrate

our personality into unique aesthetics in design. 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 further develop their skills to confidently and independently 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. 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.

## FOOD TECHNOLOGY

During term 4, students will gain a greater understanding of the Global Context of Scientific and technical innovation through their investigation of desserts. This will be explored through the Concept of creativity. Students will use the following skills learnt in the Domain of researching and quantifying recipes. Students will choose appropriate units of measurement for volume and convert from one unit to another during baking, whilst creating a different dish that showcases a different element and technical skill set each week.

Students will gain a greater understanding of the Global Context of identities and Relationships through their investigation of cultural dishes. This will be explored through the Concept of culture. Students through the Domain of communication will interact with family members to help them create a dish that carries significance within their family. Students will research, plan, create and evaluate this dish.

Both practical and theatrical lessons 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.

## PHYSICAL EDUCATION

During term 4, the Year 8 students will further develop their skills with implement sports as part of our striking and fielding unit. Students will continue to refine

and adapt their skills within the context of implement sports such as lacrosse, cricket, baseball and softball. Students will be expected to demonstrate control and accuracy when practising, applying, performing and transferring movement concepts into more specialised contexts. In the domain of health, through the global context of identities and relationships, students will gain a greater understanding of the key concept of choice and interaction as they explore, investigate and select strategies to promote health, safety and wellbeing. Students will investigate the effects of drugs and alcohol on the body system, and how to reduce and minimise the risks of bodily harm in the future.





## LOTE

In LOTE during term 4, through the global context of globalisation and sustainability, the Year 8 students will continue to explore how language connects people and cultures. Students will inquiry into how. 'language can be used as a vital tool in the age of globalization and sustainability'. Students will consolidate their speaking and writing skills based on topics of countries, nationalities, different languages, etc., drawing on the key concepts of Communication, Connection and Culture. They will continue to practice writing Chinese simplified characters by hands in class and as homework. To enhance their speaking and listening skills, students will initiate conversations with each other under timed and supervised condition. They will further develop their knowledge and understanding of the Chinese culture, as they will learn the customs of Chinese traditional festivals.

## WOOD TECHNOLOGY

The focus of year 8 Wood-Tech is on Product Design and Innovation, as they investigate how an 'Awareness of Consumption, conservation and the human impact on the environment can

influence design decisions'. Students will use their critical and creative thinking skills, aligning their ideas within the global context of Globalisation and Sustainability.

Year 8 will enter into term 4 with the Production stage of the Design Brief. The project is a Kindergarten picnic bench. Students will begin to understand and logically sequence major stages of production, make calculations for materials / quantities needed for production. Students will develop evaluation criteria from the design brief

to inform their judgments during the design process.

Each group will manage materials, components and processes to produce products, taking full account of the appropriateness of their properties, characteristics or expected outputs in meeting requirements of the design briefs. They will make modifications during production, providing a sound explanation for changes that demonstrates reflection, research, responsiveness to feedback, and use of evaluation criteria that was developed during the Investigation stage of the brief.

They will be able to select appropriate equipment and techniques to safely Construct and evaluate the performance of their products. Students will peer review each other's work and recommend improvements to the performance, function and appearance of others' product, Suggest modifications to improve their products in light of evaluation of their performance, function and appearance. Students will complete their design brief with a report of their evaluations and reflections, describe and analyse the social and environmental impacts of their own and others' designs



# Year 9 Curriculum Overviews

## ENGLISH

In Term 4, Year 9 students will continue to develop their understanding/s of the intricacies of advertising, with a particular focus on modern media. Focusing on the MYP Key Concept of Communication through the lens of the Global Context of Fairness and Development students will explore how manipulation in the media is used within the public sphere and the importance of being an educated audience member. Students will analyse the shifting modes of advertisement, as prompted by the expansion of social media, students will develop an understanding of how authors innovate with text types, structures, language and visuals to communicate ideas to specific audiences. Demonstrating their growing knowledge of using language to elicit audience response, students will create an advertising campaign with various text types for an imagined product.

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.

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.

## SCIENCE

This term in year 9 science, students will be completing our Biology unit. This includes the students finishing their student designed experiments on coordination and control. This includes handing in their finished experiment reports, and completing a test.

The second unit for this term will be investigating through the Global Context of Scientific and Technical Innovation, the students will be inquiring into the Universe within the discipline of space. We will explore galaxies, stars, and solar systems. We will debate the Big Bang theory and its use as an explanation of the origin of the Universe through the MYP concept of development. They will then do a formative report on their learning, and a summative test.

With the remainder of the year the students will be given the opportunity to follow their own personal science inquiry including an introduction to year 10 concepts.

## HUMANITIES

During Term four, students will gain a greater understanding of the Global Context of Orientation in Time and Space through their investigation on how people live through their choices and actions, are connected to places throughout the world in a wide variety of ways and how these connections help to make places of their environments. Students will explore this understanding through the lens of the global context:

Students will develop the skills, understanding and awareness of the complexities of the world in which they live. Learning through geography equips students with the skills and understandings necessary for effective global citizenship.

Through a variety of classroom activities, students develop skills in explaining the significance, interconnection

and characteristics of places and the relationships between them. They use and apply a range of concepts related to Globalization sustainability, communities, fairness and developments to describe their observations and findings and to explain the relationships between concepts.

## MATHEMATICS

This term, through the global context of 'fairness and development' students will investigate the effects of chance and probability on their everyday lives. Students will explore the central idea of 'Being able to communicate uncertainty in a clear mathematical way, enables us to represent and justify different situations.' to further develop their conceptual understanding of logic, modelling and justification while applying their knowledge into contextualised applications. Following that unit, the students will explore our central idea of 'How geometry is used to model and justify practical situations.' through the global context of scientific and technical innovation. Students will revisit their knowledge of geometry and its usage in the calculation of the amount of space an object takes up. Students will continue to calculate the surface area and volume of simple 3-D shapes, while capable students will be extending their knowledge into more complex composite shapes. To finish off the year, students will revisit their continuums while identifying gaps in their learning which will enable them to self-direct their learning for the final weeks of the term.

Students will continue to use personalized continuums to help guide their education in Mathematical concepts, as well as goal setting strategies on a small and large scale. Teachers will use formative assessment, to help identify current gaps and misconceptions in students' previous learning and use these results to individualize teaching during class sessions.



## TEXTILES & DESIGN

Students are working to level 10 standards in Design and Technologies. Students will understand that combining different ideas in creative ways can lead to innovative new products through an inquiry into the potential impact of repurposing discarded resources. 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.

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.

## ART

The year 9 Art program will allow students, through the global context of personal and cultural expression, to continue to develop their understanding of the role of visual art in society through applying their knowledge and skills in the artmaking process. Students engage with artworks from different cultural, historical and social contexts in order to compile inspiration in the development of their own style.

Students will experience artworks in a variety of contexts when visiting public art galleries, as well as viewing and analysing the impact of unauthorised art in urban settings. Students will continue to build and use their visual arts vocabulary both in collaborative discussions and annotations in their visual diary.

In term 4 students use block printing techniques as they explore use of colour, space, texture and pattern in creating artworks with a personal meaning. Students will develop conceptual skills, as well as technical skills in producing their work.

Students will develop and demonstrate their own personal artmaking style in their planning drawings, as well as in the creation of a finished artwork.

## INTERACTIVE ART

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 in how 'Artists apply their understanding of science and technology to experiment and express their ideas.'

The focus in Term 4 is for students to collaborate on their major design task, where each student has an opportunity to create an innovative artwork using emerging technologies. Students will use sensors- devices that collect real-world data, and will match these to an output, such as a motor or lights. Students use their problem solving skills to prototype their ideas, and use the Arduino platform to bring their ideas to life. Students gain skills in electronics and programming as they solve their own design challenges.

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 own work.

## FOOD TECHNOLOGY

During Term 4, students will gain a greater understanding of the Global Context of Scientific and technical innovation through their investigation of desserts. This will be explored through the Concept of creativity. Students will use the following skills learnt in the Domain of researching and quantifying recipes. Students will choose appropriate units of measurement for volume and convert from one unit to another during baking, whilst creating a different dish that showcases a different element and technical skill set each week.

Students will gain a greater understanding of the Global Context of identities and Relationships through their investigation of cultural dishes. This

will be explored through the Concept of culture. Students through the Domain of communication will interact with family members to help them create a dish that carries significance within their family. Students will research, plan, create and evaluate this dish.

Both practical and theatrical lessons 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.

## PHYSICAL EDUCATION

During term 4, students will gain a greater understanding of the Global Context of Fairness and Development, through increasing understanding of rules which will be explored through the Concept of

logic. Students will use the following skills learnt in the Domain of prior knowledge. Students will choose a variety of sports and enhance understanding whilst implementing rules into game situations.

Students will gain a greater understanding of the Global Context of orientation in time and space through their development of tactics and strategies. This will be explored through the Concept of change. Students through the Domain of communication will interact with team-mates to implement tactical and strategic plays to outwit an opponent or team.

Both practical and theatrical lessons 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.

## WOOD TECHNOLOGY

The focus of year 9 Wood-Tech is on production development and construction, as they investigate how individuals have the rights and responsibilities in society through the Global lens of Fairness and Development. Students will apply their critical and creative thinking skills in analysing the relationships between communities, sharing finite resources with other people and with other living things.

In year 9 students use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global communities.

Students undertake problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. They are introduced to a global perspective, with opportunities to understand the





complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics, legal issues, social values, economic, environmental and social sustainability factors, and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence.

In term 4 Wood-Tech students will be in the production stage of constructing a small structure. Using their 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 CLASS

The Alamanda Community Engagement Program 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.

In term 4 the year 9's will continue to work on their Community Projects. They will spend time evaluating their work and reflecting on their 'Action' the difference it has made to the community and the affect it has had on their own personal growth.

## LOTE

In LOTE during term 4, through the global context of identities and relationships, the Year 9 students will continues to explore how language expresses personal and collective ideas through the Statement of Inquiry: language can be used to explore beliefs and ideas of ourselves and our communities. Students will consolidate their speaking and writing skills based on topics of festivals, other's cultural backgrounds and practices, etc., drawing on the key concepts of Communication and Culture. They will continue to practice the writing of characters on a range of topics taught during the term. To enhance their speaking and listening skills, students will initiate conversations with each other under timed and supervised condition, where they are asked to speak to as many people as they could. They will further develop their knowledge and understanding of Chinese traditional values as they watch and study the movie "Crouching Tiger Hidden Dragon".

