



Year 7 Curriculum Overview

INTERDISCIPLINARY UNITS

In Year Seven, our second interdisciplinary unit will be exploring the global context 'Orientation in Time and Space' inquiring into 'Natural and human landscapes and resources'. This will be taught through the subjects English and Geography. Using the key concepts of 'perspectives', 'time, space and place' and 'relationships', students will explore place and liveability.

Our third interdisciplinary unit is being built between English and Science. Teachers from both faculties are working together to create a unit exploring the biological revolution.

ENGLISH

In English, as we continue to prepare students for NAPLAN, we have been exploring persuasive texts with a focus on paragraph structuring, leads and use of persuasive devices in writing. Students have been practising their writing stamina and continuing to revise and up-level their narrative and persuasive writing using the NAPLAN marking guide to set personal goals.

In reading, students are independently reading a book of their choice every morning in homeroom. They have continued to use mentor texts to answer a range of questions using SOLO Taxonomy - uni-structural, multi-structural, relational and extended abstract responses. They have also made connections with the Question

Answer Relationship model to identify different types of comprehension questions and analyse what the questions are ultimately asking.

Shortly, preferences for Year 7 novels will be sent home, and students will be asked to choose books they feel they will enjoy reading for Term Two and Three. These novels will become an integral part of our English program, and students will be required to read set amounts and answer questions in relation to these texts each week, as well as partake in group discussions (Book Club sessions) with students reading the same text.

HUMANITIES

Humanities this term is again intertwined with English throughout our second

interdisciplinary unit, looking into Geography – Place and Liveability.

Students will use their prior knowledge from term one, using historical concepts to inquire into a stand-alone Unit on Ancient Australia. This will begin towards the end of the term, and students will be inquiring into Aboriginal and Torres Strait Islander peoples and cultures throughout history.

Homework in English and humanities is continuing to consist of flipped classroom work, where students will familiarise and revise different language conventions and knowledge prior to lessons. Students are all asked to read every day for a minimum of thirty minutes, with an expectation that they will be reading a novel every fortnight, however they may choose to use their reading time to read non-fiction texts



The Senior School Staff members:

Assistant Principal	Jeanette Finegan
Ryan Ma	Leading Teacher – High Achievers Year 7, 8 & 9 Mathematics
Kirsten Sullivan	Leading Teacher – MYP & Curriculum Year 7 & 8 English & Humanities
Michael Germano	Leading Teacher – Science Year 7 Science
Maryanne Molino	Leading Teacher – Science Year 7, 8 & 9 STEM & Design Technologies
Michael Hick	Acting Leading Teacher – Specialist Year 7, 8 & 9 Wood Tech, Community
Felicity Mayes	Head of Year 7 Year 7 English & Humanities
Stephanie Ficarra	Head of Year 8 & Student Welfare Year 8 English & Humanities
Sarah O'Connor	Head of Year 9 Year 9 English, Humanities, Health & PE
Jeff Dent	Head of Food Tech Year 8 & 9 Food Tech, Health & PE
Kate Tjia	Head of Sport Year 7 & 8 Food Tech, Health & PE, Recreational Sports
Donna McCarthy	Year 7 English & Humanities
James Blay	Year 7 English, Humanities, Health & PE
Lauren Steel	Year 7 English
Zac Doherty	Year 7 Mathematics
Beau Lepp	Year 8 English & Humanities
Katherine Sadler	Year 8 Science & Mathematics
Lucinda Burney	Year 8 & 9 English & Drama
Adam Al Salihi	Year 8 & 9 Mathematics, English & Humanities
Tracey Hubert	Year 7, 8 & 9 Photography, Coding and Digital Technologies
Julian Schaffer	Year 7, 8 & 9 Music
Catherine Crossley	Year 8 & 9 Science
Nisha Rani	Year 7 Science
Sam Nikolsky	Year 7, 8 & 9 VCD & Visual Arts
Alice Osborne	Year 7, 8 & 9 Textiles
Blake Jobson	Year 7, 8 & 9 Wood Tech
Shupu Wang	Year 7, 8 & 9 LOTE
Jaike Ludewig	Café Dare

such as their textbooks and newspaper articles. Students are also required to complete a project at the end of each interdisciplinary unit to synthesise their learning.

MATHEMATICS

During term two, in the domain of number and algebra through the Global Context of 'Identities and Relationships' students will gain a greater understanding of the usage of percentages in everyday life. They will explore percentage increases and decreases, finding the percentage of quantities while also converting between fractions, decimals, ratios and percentage values. The concepts of logic and relationships will be the key focus of the summative task. Following this unit, students will delve into the domain of geometric reasoning. Under the Global Context of '*Orientation in Time and Space*', students will continue to further develop their conceptual understanding of the usage of angles in real-life situations. Students will investigate complimentary, supplementary, co-interior, alternative and corresponding angles. Students will then apply their knowledge towards a summative assessment task where they will apply their knowledge and understandings towards creating a treasure island mapping activity. To finish the term, students will explore the concept of money and financial Mathematics through the Global Context of 'Fairness and Development'. They will continue to further develop their conceptual understanding of equivalence and representation when calculating 'best buys', percentage discounts and price increases.

Students will be assigned homework related to their personalised continuum goals. These goals may consist of practise on Mathematics as well as textbook questions relating to their goals. Students may also be asked to utilise their ICT skills to develop videos explaining their understanding of concepts for www.alamandamaths.com. Summative assessment tasks with their marking criteria will be uploaded onto Compass in order to track student progress.

SCIENCE

In term two, Science provides opportunities for students to further explore Science Inquiry Skills, Scientific understanding and Science as a Human Endeavour. Students will complete a Scientific Method MYP Lab report inquiry. Later in the term they will explore Earth and Space Science and States of Matter. While investigating these topics the emphasis will be on *Furthering their own science understanding and Planning and carrying out inquiry-based science investigations*. Students will exhibit curiosity in how things work at a scientific level, asking the right types of questions to further one's learning and to create opportunities for scientific explanation. Students will develop and employ critical-thinking skills through appropriate research and experimentation. 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 continue to be introduced to key science vocabulary and use it to connect scientific facts found after investigations.

When learning about Earth and Space science, students will present their own ideas, under the global context of '*Orientation in Time and Space*' and the key concept of change, about the motion of objects in space and explain how natural phenomena such as solar and lunar eclipses, the seasons and phases of the Moon occur.

In Chemical sciences, under the global context of '*Globalization and Sustainability*', the focus will be on the properties of the different states of matter and explain these properties in terms of the motion and arrangement of particles. Various practical hands on activities, animation and e-simulation will be used to model the arrangement of particles in solids, liquids and gases, and distinguish between the properties of liquid water, solid ice and steam.

LOTE (Chinese)

The Year 7 LOTE Chinese program gives the students the opportunity, under the Global Context of Personal and Cultural Expression, to integrate and explore



their identity in the context of Local and Global environments.

During Term Two, the students will develop their thinking and evaluating skills in listening, speaking, reading and writing while building their confidence to enlarge their vocabulary and extend their knowledge in simple and more complex sentence structures such as "to be", "to have" and "to do". They will develop the skills to confidently and independently follow instructions to use iPad Chinese software learning programs to extend their knowledge beyond the classroom and to create their own work pieces, which leads to researching, and doing a project on geographic shapes in Chinese language to integrate with Mathematics.

They will also learn to describe hobbies and nationalities, drawing on Key Concepts of Communications, Connections and Culture, talking about nations, locations and global issues. Practising the writings of Chinese characters, and comparing the similarities and differences between strokes, radicals and characters is essential in Chinese language study. Students will further develop their skills to improve the tones and accent in pronunciation. Cultural aspects include Chinese calligraphy, Chinese traditional painting and Chinese chess. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

DIGITAL TECHNOLOGIES

In Year 7 Digital Technologies 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'.

During Term Two, students begin developing skills in programming through coding the humanoid robot—Nao. Working through the Design Cycle, students will investigate the role robots play within their everyday lives.

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*.

VISUAL ARTS

In Year 7, students begin to expand their understanding of artmaking practices, particularly the role of artists within society. Students build on their creative thinking skills with a focus on developing ideas in order to express ideas, concepts and themes in their artworks. The focus of building skills, particularly in drawing, allows each student to become confident in their



ability to make effective artworks. Students will also begin to use digital technologies and software to create effective communications in 2D and 3D.

The focus in Term Two is on students creating their major artworks. After planning, developing ideas and experimenting with a variety of mediums, students will spend several weeks producing their self-portrait. Once completed, students focus on presentation, taking into account how the context where an artwork appears influences the audience. Students also begin to evaluate their own work, as well as the work of others.

HEALTH AND PHYSICAL EDUCATION

In Health Education, students will focus on the global context '*Identities and relationships*' while exploring the physical, emotional, social and spiritual development and changes that occur during the puberty/adolescent stage of the lifespan. They will have opportunities to investigate and ask questions about any wonderings they may have during this stage of the lifespan. The content covered in this unit is in line with the Victorian Health and Physical Education Curriculum and will be highly valuable in

improving their understanding of what can be a challenging and confusing time in many adolescents lives.

In Physical Education, students will continue to develop their motor skills and fitness while participating in an athletics unit in the first half of term two. Students will learn the skills and techniques of events including long and short distance running, relay running, shot put, discus and javelin. In the second half of term two, students will move onto an Australian Rules Football unit, in which they will build on the skills learned in previous years of physical education. In the latter stages of this unit, students will exhibit the development of their skills while playing a shortened version of the game.

COMMUNITY

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 Two students will start their community project journey by being introduced to the Global contexts, Approaches to learning skills, and the different types of service as Action. Students will be given time to showcase their current understand, the connections that they already have within the community and voluntary work. Students will work in their homerooms working as a group to brainstorm ideas of the types of community projects that are important to them and causes that they are passionate about and wanting to be involved with.

ELECTIVES TEXTILES

During Term Two, students will understand that new skills are needed for the creation of different products through an *inquiry into the safe use of relevant tools, equipment and methods for the production of designed solutions*. Under the Global Context of '*Scientific and Technical Innovation*', students are introduced to the fundamentals of textiles and design and 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 textile products. Focusing on the Key Concept of Systems, students will explore several inquiry questions, such as 'what skills do we need to learn in order to create this product?' This will enable students to develop the skills they require to confidently follow instructions on how to create their own textile pieces, and will create a pincushion as the final aspect of gaining their sewing licence.

Students will go on to 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*. Students

will develop the skills to confidently and independently follow instructions on how to create their own textile pieces, which leads to investigating, designing, producing and evaluating their own bag for their iPad or laptop. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

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?' This will be viewed through the Global Context of 'Personal and Cultural expression'. The Year 7's are beginning with safety within the Wood Technology room. Students will be building their knowledge, safe use, and skills with basic hand and power tools. The Design Brief students will be working on will be in two parts, firstly students will produce basic timber joints, which will demonstrate their learning and secondly students will be designing and creating a breadboard. The breadboard will be manufactured using new and recycled materials. Students will also design a logo to laser cut into the board. Students will work through 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.

Students 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. They will 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.

MUSIC

In term two, there will be a focus on student-led music activities, nurturing life-long learning and engaging skills, through a program that integrates listening, performing, analysis and problem-solving. A central focus in year 7 will be the global context of 'Identities and relationships', giving students the opportunity to build confidence as they develop their voices and percussion techniques, as these instruments ground the music student in the fundamentals of their music practice.

The curriculum will focus on 'real world practices' and students will address the notion that 'music can convey our deepest creative abilities and this can develop our identity as people'. The curriculum will provide opportunities for deep thinking through music theory and music practice problem solving. Students will also discuss identity

through a reflection on audience; concert etiquette for performers and audiences; play; formal and non-formal engagement with music; and narrative: a musician's story, background and approach to music.

F1 SCIENCE

F1 in Schools is a STEM (Science, Technology, Engineering and Mathematics) program that introduces students to a "hands on, minds on approach" in which students, in teams, design, test and evaluate their car model. Under the Global Context of 'Scientific and Technical Innovation', students undertake the engineering process and are introduced to the basics of aerodynamics. Students become inquirers as they investigate and apply their knowledge of scientific principles, including friction, Bernoulli effect, Newton's Laws, force and motion to create a model F1 car. Students understand the relationship between design and speed.

This program focuses on developing the creativity and innovation of students through a structured engineering design project based on the development of a model Formula One™ racing car. The program is linked with the international F1 in Schools™ challenge which now runs in 34 countries.



The F1 in Schools™ program forms one step in the development of a pathway of sustainable interest, not only inspiring students but also developing in them the key employability skills which will assist in their transition into the workforce.

ROBOTICS

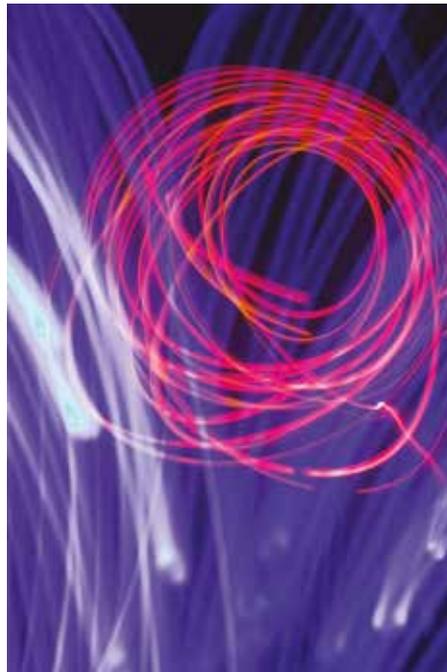
Robotics is a hands-on unit that introduces students to possible futures in STEM (Science, Technology, Engineering and Mathematics) careers. Students become inquirers and problem solvers as they investigate and apply their knowledge of structural and mechanical principles to create innovative design solutions to identified challenges.

Students work towards the achievement of computer-controlled systems in robotics using the Lego robotic systems 'WE DO'. The program focusses on the scientific principles of simple machines and programming concepts. Once the machine is constructed, students trace the transmission of motion and transfer of energy through the machine. They identify the simple machine mechanisms that are operating in the working models, including levers, gears, and pulley systems. Students become familiar with complex motion using a cam, worm gear, and a crown gear. Throughout the unit, students learn that friction can affect the movement of the robotic model in various ways.

Students program and create a working model. To do this they interpret 2D and 3D illustrations and models, and compare natural systems with mechanical systems. The use of software media to acquire information is an ongoing process within the Robotics program, which is demonstrated through their knowledge and operation of digital tools and technological systems.

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 communities develop different perspectives on the choice of foods and the importance of breakfast depending on available resources. 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 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 term the students will use a variety of materials and equipment (resources) 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, create and evaluate their own healthy breakfast. Through this task they will demonstrate their practical skills as well as responding to a variety of factual, conceptual and debatable questions including what makes a healthy breakfast, how eating breakfast impacts on an individual's health and how the availability of food impacts our choice of breakfast.

PHOTOGRAPHY

In Year 7, students are introduced to 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. Students will also consider how images can be manipulated to alter our perception of reality.

Students develop their technical skills by learning how to manually control a dSLR camera and will practice these skills 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 perspective and creativity in the global context of '*orientation in space and time*'.

Year 8 Curriculum Overview

During Term 2, Year 8 students will be exploring the ways in which human migration gives rise to ever-changing nations. Throughout this unit students will be challenged to make links between the key concepts of relationships, development, and change, within the global context of Orientation in Space and Time.

ENGLISH

Students will explore migration through a range of novels and excerpts of personal journeys which will provide students with greater understandings of the complexities involved in current global migration, particularly with regards to the challenges faced by refugees.

Year 8 students will build on their knowledge of both narratives and persuasive texts through classroom discussion, mentor text analysis, and writing practice exercises. Students will read, discuss, analyse, and reflect on a range of narratives and persuasive texts and use their growing understandings to create their own. In their narratives they will focus on the importance of vocabulary, structure, figurative language techniques and creativity. 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 beginning of the year, students undertook pretesting in order to create individual literacy learning goals. During Term 2 they will begin to spend more time focused on their individual literacy learning goals by reflecting on their goals and providing evidence of their learning to support their reflections. When students have attained a desired personal learning goal they will self-assess with their teacher's assistance in order to set their next goal.

HUMANITIES

Students will explore the effects that

immigration has had on Australia and other nations, reasons for population movements, and explore the ethics of immigration policies both past and present. They will further develop a sense of empathy through the exploration of both past and current events and their impact. They will use past and current data to make inferences about both the reasons for movement and future movement and developments for Australia.

During their visit to the Immigration Museum students will follow the personal stories of immigrants who have made Australia their home.

All 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 regularly 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.

We are currently in the process of finalising details for our following Interdisciplinary Unit which be explored through the global context of Scientific and Technical Innovation.

SCIENCE

Students will begin the Physics unit by building on their science inquiry skills, their understanding of science content and science as a human endeavour. Student learning will be led by the statement of inquiry: "The development in knowledge of the relationships between energy types has driven innovation" through the global context of Scientific and Technological Innovation and the key concepts of Change and Relationships.

During the Physics unit, students will explore the different forms of energy and how these transfer and transform. Students will explore potential energy such as elastic, gravitational and chemical energy and kinetic energy such as thermal, light, sound and electrical and how the harnessing of energy influences their daily lives.





Assessment tasks for this term include a scientific practical report, a research inquiry task and a test. As in term 1, students will be required to complete regular homework tasks.

MATHEMATICS

This term, students will continue to study decimals and percentages in the domain of Number and Algebra and angles in the domain of Geometric Reasoning.

Students will gain a greater understanding of Personal and Cultural Expression by representing and analysing their understanding of decimals by presenting culturally or personally significant recipes as part of their 'Recipe Assessment Task'. During the decimals unit, students will investigate conversions between fractions and decimals, terminal and recurring decimals and the multiplication and division of decimals by other decimal numbers.

The angles unit will emphasise the global context of Orientation in Time and Space by demonstrating student understanding through the 'World Travel Assessment Task.' Students will investigate congruence of triangles and quadrilaterals and transformation.

Fairness and Development will be investigated during the percentage unit, demonstrating student knowledge through the 'What the world eats Assessment Task'. Students will study percentage increase, decrease and percentage error.

During this term, students will focus on improving their organisation skills by setting challenging and realistic goals and their information literacy skills by collecting, recording and verifying data, accessing information and presenting in a variety of formats and platforms.

PHYSICAL EDUCATION

Students will gain a greater understanding of the key concept of development, through increasing understanding of the net/striking games of Volleyball and Badminton. Both topics will be explored through the concept of cooperation as being part of a team is a large component. They will use the skills learnt and creativity to outwit an opponent within a game situation. Students will research to become knowledgeable before umpiring and scoring individual games and tournaments to finish the units.

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 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.

TEXTILES

During term 2, 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.

Under the global context of Personal and Cultural Expression, students will explore how they can represent their personal expression through the clothing they wear. 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. They 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.

WOOD TECHNOLOGY

The focus is on Product Design and Innovation, as students 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.

In Term 2 students will be working through the manufacture and assembly stage of the Kindergarten picnic bench project. These benches are being created for the ever growing school community. In the manufacturing and assembly stage, 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

COMMUNITY

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.

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.

In term 2, Year 8 Students will be continuing to work on the investigation and planning stage of their community projects. They will be looking through the global context lens to consider potential community and volunteering projects within the local and national community. Students will be working in groups of up to three students, and by midway through the term 2 they have put together a proposal for their projects and move towards the Action stage of their groups community project.

MUSIC

In term two, students explore in more detail the skills they will need to compose and perform music in a band. The global context of personal and cultural expression will continue to inform the themes in the classroom as we embark on our first unit of work, composing lyrics for a hip hop song. The interdisciplinary nature of the unit draws from poetry, songwriting and music composition and requires of students to be more adventurous with their creative voice. Further units allow students to explore performance skills through our Band Sessions and My Song Project, where students work as a class or in small groups to arrange and perform popular music.

There will be further emphasis on publishing work through videos and recording, and the notion: 'in order to contribute to our communities, we need to share ourselves, our beliefs and our musical creations' will continue to inform the work in the classroom. Participation in class Sharing Sessions will be encouraged as a weekly class activity, which will continue to build performance confidence. As a class we will continue to develop





experimental data

- Evaluating and reflecting on achievements
- Communicating findings

In the latter part of the program, students become inquirers as they work independently on their own research investigation.

Making Crest available to students encourages awareness of the vital role scientific research has in our community and encourages students to learn the skills of research.

ART

The year 8 program continues to develop the creative skills of the student artists through collaboration with peers, exploring and responding to contemporary and traditional artworks and creating artworks in response to a central idea. Students gain awareness of different influences to an artist's style and investigate how innovations in technology allow individuals to express their ideas and experiences in a wide range of ways.

Students will experiment with traditional and emerging technologies to create 2D and 3D artworks, beginning with clay modeling and moving on to digital 3D modelling and rapid fabrication techniques.

Students are continuing to experiment with different mediums and technologies to create a unique, interesting artwork in their own personal style. Students are also continuing to develop their art vocabulary, and will use this to create written responses to artworks in a variety of contexts.

a vocabulary to critique the music through building our knowledge of music styles, form and instrumentation.

STEM

Students will be participating in the Crest awards program (Creativity in Science and technology). CSIRO is a nationally accredited award program engaging students with real-life open-ended science investigative projects. Under the Global Context of Scientific and Technical Innovation, students

will experience the exciting world of scientific research through a structured program that supports them in choosing, organising and undertaking their own experimental project which has an application to the everyday world. This is a venture with an unknown outcome which will enable students to gain a full appreciation of the joys and challenges of scientific research. Students initially carry out structured practical investigations to gain an understanding in:

- Planning and conducting an investigation
- Recording ideas
- Processing and analysing

VISUAL COMMUNICATION

The focus of year 8 is on Product Design and Innovation, as they investigate how designers identify problems in order to find opportunities for innovation to improve quality of life. Student learning will be centered 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 2, Students will focus on creating real-world solutions to their design problems. This will be accomplished with students creating detailed design drawings, 3D Computer-aided Design Models, and physical prototype models, created using Computer-aided Manufacturing technology (3D printing and Laser cutting). 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.

LOTE

The Year 8 Chinese program gives the students the opportunity, under the global context of Globalisation and Sustainability, to continue to explore how language places a significant role on connecting people and cultures throughout the world.

During Term 2, the students will be consolidating their thinking and evaluating skills in listening, speaking, reading and writing on the topics of houses and cuisine. They will increase their confidence in building vocabulary and constructing complex sentence structures by using prepositions and conjunctions such as: in, on, at, because, however, and therefore etc. They will develop the skills to confidently and independently follow instructions to use iPad software programs to extend their knowledge beyond classroom and to create own digital work pieces, which leads to researching, investigating, recording, comparing and creating a House Project on the Housing issues in China in comparison to the Housing condition in Australia.

They will also learn to describe the

house construction, rooms, furniture and the landscape, drawing on key concepts of Communications, Connections and Comparison. Other aspects of learning include practising the writings of Chinese characters, and comparing the similarities and differences between Chinese and Australian Cuisine. Students will further develop their skills to improve the tones and accent in pronunciation.

Cultural aspects include ancient Chinese inventions, Chinese singing, traditional fan dance and Chinese sports. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

DIGITAL TECHNOLOGIES

Students begin the term with experimentation in 3D modelling in a CAD (computer aided design) environment. They undergo a design thinking process as they create products that solve a real-world problem, testing and refining their designs through rapid-prototyping using a 3D printer.

Students take on the role of Web Developer as they deepen their knowledge of programming concepts, algorithms, and problem-solving. The students will participate in Web. Comp 2017, an online learning platform where they will learn how to write web pages in HTML and CSS while they compete with students from around the world. Students will begin to understand how usability, accessibility, and design play an integral role in the development of successful websites. 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 apply a variety of collaborative problem-solving techniques as they invent solutions to problems that are situated in a

variety of contexts. Students will relate their learning to the key concepts of connections and systems in the global context of scientific and technical innovation.

PHOTOGRAPHY

In Year 8, students continue to examine Photography as a powerful means of communication and self-expression. Through an inquiry into the significant role of images in expressing ideas, and feelings, students begin to develop their own style through experimentation with composition and light. Students continue to develop their visual literacy by critically analysing images and identifying the choices artists make when composing a photograph.

Students continue to develop their technical skills by investigating the key exposure components of aperture, shutter speed and ISO. Through experimentation with a range of light sources including natural and studio light, they will begin to compose images with a clear artistic intent.

Students will undertake a process of collaboration and experimentation in order to create aesthetic and meaningful artworks. Throughout the process, they will continue to 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 identity and aesthetics in the global context of personal and cultural expression.

DRAMA

In term two, students will be continuing the exploration into the production side of the theatre, through their 'Putting On a Play' unit. Delving into the global context of Personal and Cultural Expression, the students' inquiry will be guided by the inquiry statement, 'In the creation of a unique interpretation of story, many artists contribute their ideas and skills'. Students will utilise their growing understanding of the



many roles in the theatre to collaboratively produce and perform a short script. Building skills in the key curriculum area of viewing and responding, students will assess their peers' performances and will use their assessment to deliver feedback to one another.

Students will extend on the skills and knowledge learnt in this unit in the second part of the term as they begin to create their own drama. Extending their exploration of Personal and Cultural Expression, students will in-

quire into the key concept of Change in Drama. At the centre of their play building unit is the following statement of inquiry: 'When creating new art, artists will often change old rituals and tales to become compositions for a new audience'. Students will research and explore the purpose of fairy tales in society, and will be guided into a debate surrounding the relevance of narratives that often teach quite archaic values. Driven by this discussion, students will work collaboratively in transforming a chosen fairy tale

into a modern setting. Script will be developed through guided improvisations and explorations of archetypal characters; the students will begin to develop their own piece of drama, powered by their own dramatic inquiry. Their final assessment will be a performance of their new work, in which they are expected to apply their knowledge of stagecraft developed in their previous inquiry.

FOOD TECHNOLOGY

During Term 2, students will continue to develop their understanding of different skills, methods and techniques required in the kitchen. Through the inquiry process, students will explore personal and cultural identities and investigate how local and global communities express themselves through food. Students learning will be focused around the global context of personal and cultural identity as they begin to develop an understanding of foods that are eaten in different communities around the world.

Throughout the term, students will continue to refine their technical skills as they design and create foods from different cultures, which they will then have the opportunity to cook. Students will use their knowledge from Term 1, as well as their research and inquiry skills to plan, develop, create and evaluate food from a culture of their choice. Through this task they will demonstrate their practical skills as well as responding to a variety of factual, conceptual and debatable questions including what foods do different cultures eat and how does an individual's cultural background impact on their food choices.

Later in the term, students will also participate in food base challenges where they will work collaboratively to design and create a solution to a food based problem that will enable them to expand their culinary skills in the kitchen.

Year 9 Curriculum Overviews

SCIENCE

Over the course of term two, our students will be inquiring into energy, specifically electricity. They will learn about science as a human endeavour by researching and presenting a task about the history of electricity.

As we explore and learn more about the physics of electricity we will also inquire into the efficiency of using electricity in our daily lives. This will include learning about the options for increasing energy efficiency in the use of electricity. Our Statement Of Inquiry for this unit is: A potential reduction in the access to electricity will create debates about the fairness and development of our current energy use. With specific emphasis on the Key Concepts of systems and global interactions. Throughout this physics unit students will be further developing their science inquiry skills by undertaking their own research, as well as practical experiments. This includes the students making their own predictions and developing their capacity to discuss observations and come to reasonable and relevant conclusions.

ENGLISH

English throughout Term 2 will consist of two parts, the first being NAPLAN preparation and the second being the exploration of our second interdisciplinary unit: physical journeys can impact on personal growth and change, determining the outcomes for wider social groups.

For the duration of the first 4 weeks, students will be analysing and investigating strategies to enable personal progression in their learning goals derived from prior NAPLAN tests. The students will be exploring the types of questions used to develop comprehension of the texts they are reading, focusing on QAR (Question-Answer Relationships) to classify questions in regards to the varying demands of the reader. All sessions will

begin with a 10 minute direct focus on either reading stamina or a language skill. This will be aimed at developing reading fluency, building vocabulary knowledge and developing accuracy with grammar and punctuation. Each student will be provided with learning tasks to practise their targeted learning goals. Support will be given in class to assist students in unpacking misconceptions and extend on their current knowledge and understanding in the areas of grammar, spelling, writing and reading, also providing opportunities for independence when consolidating these at home. We encourage perseverance, commitment and cooperation at this time in particular, as students are building resilience and confidence in their learning whilst also preparing for NAPLAN.

In week 5, we will be introducing our new interdisciplinary unit, driven by the following statement of inquiry: physical journeys can impact on personal growth and change, determining the outcomes for wider social groups. Within this unit, we will be exploring the Key Concept of Change, investigating

the necessity of allowing ourselves to change and grow as we learn more about the world. Through the Global Context of Orientation in Space and Time, we will expand our investigation to consider how our national history has inevitably been shaped, for better or worse, by our migrant past.

Our investigation will be stimulated through a thorough exploration and analysis of Michael Gow's classic Australian play, *Away*. The students will embark on an excursion to view the Malthouse Theatre's current production of the play, an experience that will deepen their understanding of the text, and introduce them to the format of live performance of literature. Students will be encouraged to work within the play text type, reading the script aloud and, at times, performing key scenes to further enhance their inquiry. Building skills in reading comprehension, students will create their own ideas surrounding the thematic threads within the play. They will utilise this understanding of the overarching ideas in Gow's play through a text response essay.





HUMANITIES

Year 9 will continue their academic pursuit into the Humanities after NAPLAN testing in week 4. Following NAPLAN, the Year 9 cohort will be introduced to new learnings when discovering the Global Context: Orientation in Space and Time. Through the Humanities lense, students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind. We will explore this when unpacking our relating statement of inquiry: Physical journeys can impact on personal growth and change, determining the outcomes for wider social groups.

Students will investigate the movement of peoples and communities from 1750 onwards. We will explore the several viewpoints and experiences of different groups upon migration, and their reactions to arrival including Australian history. We will develop our inquiry

by exploring how this migration helped in making a nation. When looking at the Australian experience, we will look at the extension of foreign settlement, including the effects of contact between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples.

MATHS

The Year 9 Alamanda Maths journey will consist of two parts in the second term. The first component will be spent on preparing the students for NAPLAN where we will initially be sitting the previous year's NAPLAN tests in order to identify gaps in student learning. Once this has been identified, the students, with the assistance from the teacher, will then set and self-manage the achievement of learning goals to help them achieve their best outcomes in the official NAPLAN tests in Week 4.

During the second half of the term, the students will be focussing on their second interdisciplinary unit with the statement of inquiry of 'Physical journeys can impact on personal growth and change, determining the outcomes for wider social groups.' During this unit, the Year 9 students will be exploring the math concepts of space, model and measurement through the global context of "Orientation in Space and Time". The students will be focusing on the usage of Measurement and Geometry in authentic real-life situations such as using formulas to calculate the surface area and volume of two and three-dimensional shapes. Student will also utilise ratio and scale factors when calculating the properties of similar figures. The students will have the opportunity to showcase their

development with the final assessment task, which will tie in to our unit of inquiry.

Students will continue to be offered a differentiated learning journey through personalised goal-setting strategies from the Victorian Curriculum while incorporating the usage of ICT to help augment their learning.

COMMUNITY

In 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.

In term 2, Year 9 Students will be continuing to work on the investigation and planning stage of their community projects. They will be looking through the global context lens to consider potential community and volunteering projects within the local and national community.

Students will be working in groups of up to three students, and by midway through the term 2 they have put together a proposal for their projects and move towards the Action stage of their groups community project. During the term students will be working autonomously checking in with mentor teachers periodically with their questions and progress.

F1 in SCHOOLS

F1 in Schools is a STEM (Science, Technology, Engineering and Mathematics) program that introduces students to a "hands on, minds on approach" in which students, in teams ,design, test and evaluate their car model. Under the Global Context of Scientific and Technical Innovation, students undertake the engineering process and are introduced to the basics of aerodynamics. Students become inquirers as they investigate and apply their knowledge of scientific

principles, including friction, Bernoulli effect, Newton's Laws, force and motion to create a model F1 car. Students understand the relationship between design and speed.

This program focuses on developing the creativity and innovation of students through a structured engineering design project based on the development of a model Formula One™ racing car. The program is linked with the international F1 in Schools™ challenge which now runs in 34 countries.

The F1 in Schools™ program forms one step in the development of a pathway of sustainable interest, not only inspiring students but also developing in them the key employability skills which will assist in their transition into the workforce.

MUSIC

In term two, students will extend technical and expressive skills that have been established in year 7 & 8. Drawing on a range of cultures and genres, students will contribute to class investigations that examine the global context of: orientation in space and time. Students will explore personal musical histories and the relationships between individuals and culture, from a local and global perspective. Advancements in music technology and the creative process will be explored through integrated projects that consider social, artistic, equality, environmental and community aspects. The important concepts of pushing boundaries, in the creation and performance of music, for personal growth, exploring structure in music through composition and learning to present music through informal classroom performances, will be explored. Further, students will develop a peer teaching skill set, through regular classroom engagement. Learning to teach others, will contribute to nurturing independence and self-directed learning, as pathways are built towards an arts practice.

STEM

STEM (science, technology, engineering and mathematics) is a program that will allow students to build, program

and test models using the lego's NXT mindstorms robotic systems. Students will create a range of robots with the ability to respond to colour, light, motion and sound. Using a challenge brief, building guide and programming guide, they will create a Friendbot, Spacebot, Amazebot, and a Singing Waiterbot.

Students will modify a model's behaviour by changing the mechanical system or by adding sensors to provide feedback. They brainstorm to find creative alternative solutions to various challenges and throughout they learn to share ideas and work co-operatively. Their mathematic skills are further developed as they understand the difference between time measured in seconds compared to tenths of a second. They understand the concept of randomness through their projects, such as the power settings of motors or light intensity variations. Students compare the diameter and rotational speed of gears to gain maximum performance of their robot.

As they program their models, they gain an understanding in determining the distance between an object and the activation point of their motion sensor, understand how the position of the model is measured by the tilt sensor and use numbers to measure and score qualitative characteristics of their robots. In term 2, students will focus on the science part of STEM. They will be

trained in a rocketry science program incorporating car safety and simple forces push and pull. They then have the opportunity to facilitate the learning of all prep children at Alamanda plus local kindergartens as a cross-age starting in May.

VISUAL ARTS

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

LOTE



The Year 9 LOTE Chinese program gives the students the opportunity, under the Global Context of Identities and Relationships, to explore how language expresses personal and collective ideas through the Statement of Inquiry.

During Term 2, the students will be consolidating their thinking and evaluating skills in listening, speaking, reading and writing on the topics of traditional Chinese Festival Mid-Autumn Festival and its Myth. They will increase their confidence in building relevant vocabulary and creating a Chinese play through the original text by using words and expressions, prepositions, conjunctions and appropriate more complex sentence structure. They will develop the skills to confidently and independently follow instructions to read and understand the meaning of the myth and its significant role played in Chinese culture and literature. This will require the students to research the information online, draft the play, synthesise information, record, and create a Chinese drama on Change Ben Yue (Lady Change Flying to the Moon). The students will have the opportunity to integrate with the students doing Performing Arts.

They will also learn about ancient Chinese stories, myth and legendary stories, drawing on Key Concepts of Communications, Connections and Comparison. Practising the writings of Chinese characters, and comparing the similarities and differences between Chinese and Australian Cuisine. Students will further develop their skills to improve the tones and accent in pronunciation. Cultural aspects include Chinese traditional costumes and people's wish for better life in ancient China. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

DIGITAL TECHNOLOGIES

In Year 8 and Year 9 Digital

Technologies, students begin the term with experimentation in 3D modelling in a CAD (computer aided design) environment. They undergo a design thinking process as they create products that solve a real-world problem, testing and refining their designs through rapid-prototyping using a 3D printer.

Students take on the role of Web Developer as they deepen their knowledge of programming concepts, algorithms, and problem-solving. The students will participate in Web.Comp 2017, an online learning platform where they will learn how to write web pages in HTML and CSS while they compete with students from around the world. Students will begin to understand how usability, accessibility, and design play an integral role in the development of successful websites. 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 apply a variety of collaborative problem-solving techniques as they invent solutions to problems that are situated in a variety of contexts. Students will relate their learning to the key concepts of connections and systems in the global context of scientific and technical innovation.

PHOTOGRAPHY

In Year 9, students extend their knowledge photography as a powerful means of communication and self-expression. Through an inquiry into the impact of technical and scientific innovation on how we record the world around us, students continue to develop their own style through experimentation with composition and light and through practice in a variety of situations both within and outside of the school. Students continue to develop their visual literacy by critically analysing images by significant artists from a range of photographic genres.

Students continue to develop their technical skills by consolidating their knowledge of the key exposure

components of aperture, shutter speed and ISO. Through experimentation with traditional techniques such as black and white pinhole photography, they will deepen their understanding of the process of 'photo-graphy' or drawing with light.

Students will undertake a process of collaboration and experimentation in order to create, edit, and display aesthetic and meaningful artworks. Throughout the process, they will continue to 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 identity and aesthetics in the global context of personal and cultural expression.

FOOD TECHNOLOGY

During term 2, students will understand that combining different ideas in creative ways can lead to innovative new dishes being created through an inquiry focused on fine dining. Under the Global Context of Scientific and Technical Innovation, students will explore concepts in gastronomy, in the food and hospitality industries, plating is desirable and students will be approaching this through the lens of aesthetics.

Students will apply the knowledge and practical skills gained in previous units, coupled with technical skill and scientific innovation developed during this unit, to address their design brief and will investigate the use of balancing flavor combinations. Focusing on the Key Concept of Creativity, they will design a two-course menu, evaluating each component of the dishes they cook. Students will work collaboratively offering encouragement, and formative feedback to their peers. The final assessment task will see the students cook a two-course menu to order for external guests.

The students enquire about the place of design and technology in society as well as describing some of the economic and environmental benefits and implications of product and system design. The students are required to look-into how budgets work specific to



staffing and costing of produce when creating and developing a fine dining menu, before cooking to order and working within the time pressure of service. This will ensure the students can understand timing in the kitchen, work successfully as part of a team and can plan and cook multiple food options at once.

PHYSICAL EDUCATION

During term 2, students will gain a greater understanding of the Key Context of Communication, through increased understanding of the throwing techniques in javelin, shot putt and discus, which will be explored through the Concept of change. Students will research to become knowledgeable before coaching a peer and identifying areas for their athlete to improve whilst comparing their performance using technology, when put side by side with an elite performer.

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 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 students investigate “how individuals have 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.

The project is centered around construction and design principles of building structures. Students will be designing and erecting small structures using a mixture of new and recycled materials. In term 2 Wood Technology, students will be in the manufacture and assembly stage of their Design Brief.

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 skillfully and safely to produce quality designed solutions and products.

Year 9 students use 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.

BARISTA TRAINING PROGRAM

The barista training program is an extra-curricular initiative which has been developed between Alamanda College and Code Black Coffee. Working under the Global Context of Identities and Relationships, this program promotes the development of communication, independence, interdependence and leadership, whilst also teaching students skills required to work effectively within the hospitality industry and to understand the role of an “employee” in the working community.

To gain entry into this program, students must submit a formal application, including a character reference from a teacher. Successful applicants begin the program with one week of industry level training, covering the processes involved in the production of commercial coffee, through to the practical skills required to produce high quality espresso and other beverages. Thereafter, students are given the opportunity to apply their knowledge and skills as they are rostered into shifts before and after school, serving the wider Alamanda College community. During this time, students are responsible for all aspects of service, money handling, cleaning and ensuring that



DRAMA

In term two, students will begin an investigation into theatrical spaces and stagecraft elements across time and place. Exploring the Global Context of Orientation in Space and Time and the Key Concept of Aesthetics, students will be guided by the following statement of inquiry: 'While the aesthetics of theatres across time and space vastly differ, all societies and cultures use special spaces and properties to present their stories'. Students will begin their investigation through a research project, in which they will compare and contrast the theatrical space and performances styles of two different cultures, one being historical and the other being modern. Students will present their findings to the class, thus developing their communication skills whilst also broadening the knowledge base of their peers.

Utilising their growing understanding of theatrical spaces and stagecraft elements, students will then collaborate with the Year 9 LOTE class in producing and performing a traditional Chinese tale. In groups, students will devise different creative solutions to presenting

the narrative, experimenting and exploring traditional and non-traditional costume, props, set and lighting, in addition to the actual performance style. Students will then have the opportunity to develop their own folk tale to explain a modern phenomenon, applying their understanding of theatrical stagecraft to produce and perform their own work.

Students will also have the exciting opportunity to view exemplar solos and monologues, performed by the top VCE students from 2016. Travelling into the city via public transport to the Melbourne Recital Centre, students will build upon the 'life' skills being developed in the Year 9 pastoral care program, though they will be accompanied by teachers at all times. Targeting the curriculum area of Viewing and Responding, students will write a critical review of the performance, analysing the performers expressive skills and use of stagecraft.

appropriate stock levels are managed and maintained.

At the summation of this program, students undertake a session focused on developing their resumé and learn how to apply for casual and part-time employment. Students are encouraged to seek out their own casual employment and to carry their acquired skills and knowledge forward and apply to them within their wider community.