



Year 7 Curriculum Overview

ENGLISH

Students have continued using their inspiration book ('inspo' book) to record potential 'seeds' for future writing in order to improve their writing stamina, focus and craft. Students take their inspo books to every class, gathering ideas such as 'fierce wonderings' and 'small details'. In Year 7, students choose their own seeds to develop into big write pieces, concentrating on writing stamina, craft and focus.

In English, students will continue to work with their teachers to set, practise, and achieve personalised goals to enhance their reading skills and writing ability. Students derive their goals from the Western Australian First Steps Continua, using the OneNote application.

Students this term will begin to explore essay writing. They will investigate the essay writing process and respond to their novels in the form of a text response essay. Students will understand that novels can be analysed and interpreted to form a text response, using evidence from the text to support their ideas. Students will apply their prior knowledge of TEEL (topic, explanation, evidence, link) to organise and structure their essays effectively.

This term, students will choose new novels to engage in a book club later in the term around the concept of 'Identity.' Students will participate in group discussions and complete assigned learning tasks to cater to individual learning goals.



In writing, students will explore slam poetry, and link their poetry writing to their learning in Humanities, in order to make deep and meaningful poems. Students will practise their oral language skills when sharing their slam poems with their peers and class, both individually and collaboratively.

HUMANITIES

In Humanities, students will practise and develop their history skillset, and civics and citizenship-related skills throughout the first unit for term three.

Under the global context of Orientation in Space and Time, students will focus on the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives. Through the main key concepts of Culture, and Identity, and the related concept of Perspective, students will understand that, 'Values may shape national society.'

Students will build on their understanding, exploring and responding to the conceptual questions: What does it mean to be part of a national identity? How can national identity shape a sense of belonging from different perspectives? And, how do values promote cohesion within Australian society? During this unit, students will know: beliefs, values and practices of Aboriginal peoples; the importance of conserving the remains of the ancient past; values can promote cohesion within Australian society; how groups of people express their identity; how national identity can shape a sense of belonging. Students will be able to: use research methods to collect and record relevant information; document sources of information using a recognised convention; analyse and evaluate a range of sources and data in terms of origin and purpose, examining values and limitations; and interpret different perspectives and their implications.

The Senior School Staff members:

Ryan Ma	Acting Assistant Principal Year 8 Science & Maths
Kirsten Sullivan	Acting Assistant Principal Year 7 Science & Maths
Adam Al Salihi	Year 9 Mathematics & Humanities; 9D Homeroom
Alice Osborne	Year 7, 8 & 9 Textiles
Blake Jobson	Year 7, 8 & 9 Wood Tech & PE Recreational Sports
Catherine Crossley	Year 8 Science
Chantelle Nedelkolski	Year 8 Leader; Year 8 English, Humanities & Psychology; 8F Homeroom
Con Baltas	Year 7, 8 & 9 Art Support
Donna King	Year 7, 8 & 9 Music
Donna McCarthy	Year 7 Leader; Year 7 English & Humanities; 7F Homeroom
Felicity Mayes	Year 7 Leader; Year 7 English, Maths & Humanities; 7B Homeroom
Iris Ai	Year 7 LOTE
Jaike Ludewig	Elective Leader ; Year 9 Maths & Café Dare
James Blay	Year 7 English, Humanities, Health & PE Recreational Sports; 7C Homeroom
Jeff Dent	PE Leader; Year 8 & 9 Food Tech, Health & PE; 8E Homeroom
Kate Tjia	Food Tech Leader; Year 7 & 8 Food Tech; 8A Homeroom
Katherine Sadler	Year 7 Science & Mathematics 7A Homeroom
Kelsey Dunlop	Year 7 English & Humanities 7E Homeroom
Lachlan Thompson	Year 8 & 9 Digital Technology Support
Lauren Steel	Year 7 & 8 English, Music & Support 7D Homeroom
Lucinda Burney	Year 7, 8 & 9 English & Drama 9A Homeroom
Michael Germano	Learning Specialist - Science Year 9 Science
Michael Hick	Electives Leader Year 7, 8 & 9 Wood Tech, Community
Natalie Bryson	Year 9 Leader & Wellbeing; Year 9 English, Humanities & Maths; 9C Homeroom
Nisha Rani	Year 7 Support
Nicole Lilly	Café Dare Support
Sam Nikolsky	Year 7, 8 & 9 VCD & Visual Arts
Sarah O'Connor	Year 9 Leader; Year 9 English, Humanities, Health & PE; 9B Homeroom
Sarah Sobey	Year 7 English & Humanities 7E Homeroom
Stephanie Ficarra	Year 8 Leader & Wellbeing Year 8 English & Humanities 8B Homeroom
Tracey Hubert	Year 7, 8 & 9 Photography
Will Frances	Year 8 & 9 Jewellery
Will Soo	Year 8 Maths 8D Homeroom
Zac Doherty	Year 7 Mathematics 7D Homeroom

Using creative and critical thinking skills, students will use a variety of visible thinking strategies to structure the way they go about processing learning. Visible thinking routines provide opportunities for students to gain deeper understanding of content while developing their thinking and learning abilities.

MATHS

During Term 3, in the Domain of Number and Algebra students will gain a greater understanding of relationships as they introduce the concept of variables as a way of representing numbers using letters, create algebraic expressions and evaluate them by substituting a given value for each variable and extend and apply the laws and properties of arithmetic to algebraic terms and expressions. Students will be assessed using real life problems and a test. 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 mapping points of major landmarks on a map.

SCIENCE

In Term 3 students will study the physics of forces and motion in Science. Linking with the mathematics algebra unit to form an interdisciplinary unit, students will use the Statement of Inquiry 'The natural world and its laws can be described by patterns and rules' to investigate physical relationships and systems in the real world, and the mathematical formulas and calculations involved.

Students will consider how physics has already contributed to society, and how it will contribute to future advances through the Global Context of scientific



and technological innovation. The related concepts of function, consequence and movement will allow students to gain knowledge of motion and forces acting on objects. Students will become familiar with the consequences of balanced and unbalanced forces on motion, the phenomenon of inertia, forces which inhibit motion such as friction and air resistance, and the difference in gravity on different planets.

Through a range of experiments, students will investigate and test the forces acting on objects. They will make observations and measurements of distance travelled, velocity and acceleration of moving objects, graphing, interpreting and representing their findings using linear algebraic equations. As in semester 1, students will continue to practise and improve writing Lab Reports, including the aim, hypothesis, materials (with safety elements), method, results and conclusions to record and communicate their experimental results and findings. Students will apply their practical knowledge to a problem, considering the forces involved in a chosen sport, and justifying which planets' gravity would be best for that sport.

HEALTH

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 adolescent stage of

the lifespan. During this unit, students will look through the key concepts of change and adaptation and 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. Later in the term, students will be inquiring into respectful relationships. Through the key concepts of communication, change and relationships, students will begin to understand how to identify and maintain a healthy relationship. Students will investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing. They will have the opportunity to analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.

PHYSICAL EDUCATION

Term 3 Physical Education will continue to develop and enrich student's ability to identify and explain how the elements of effort, space, time and people impact upon the fundamental movement of play in the course of activities such as soccer, netball, basketball and rugby. Students will apply peer and teacher feedback to improve body control, co-ordination and movement sequences when performing specialised skills in a variety of sporting codes. A key focus

for students during semester two will be identifying and refining movement concepts and strategies to manipulate space and their relationship to other players in this space during the course of warm up activities and minor match simulations.

VISUAL ARTS

In term 3, year 7 students will continue expand their artmaking knowledge and practice while exploring the Inquiry of "Artists manipulate space to show different perspectives". In this unit, students will explore shape and form by practicing 3D perspective drawing techniques that will allow them to achieve the illusion of depth and space on their page, whilst incorporating meaning and ideas in their work. In an art studio environment, students will experiment and manipulate a wide range of materials including graphite, charcoal, ink and gouache to determine the medium that will best help them accomplish their goals.

Students will continue to build on their understanding of artmaking practice and how these skills and ideas are applied to the wider world as a way of expressing ideas and meanings to a wider audience, and will work towards generating a series of artworks to present.

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 3 Year 7 students will be working on the investigation stage of their community projects. They will be looking through the Global Context lenses to consider potential community

and volunteering projects within the local and national community. Students will be working in groups to brainstorm what the different types of needs there are within the community and select a Global Context that encompasses that 'Need'. Students will also be deciding which action is the most appropriate for their community project, either through "Direct" action, "Indirect" action, "Advocacy" or through a "Research" project.

ELECTIVES

WOOD TECHNOLOGY

The Year 7 Wood Technology 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 Context of Personal and Cultural Expression.

The Year 7s 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 a chopping board which will demonstrate their learning, and secondly students will be designing a small timber toy/project. 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. 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.

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 is 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 are given the opportunity to begin to generate, develop and test design ideas, plans and processes using appropriate technical terms and equipment. Being reflective, students 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 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 respond 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.

MUSIC

Students in Year 7 will develop their ability to read, perform and analyse music through our inquiry statement "Through a structured practice routine, musicians develop skills needed for successful performances". Viewed through the Global Context of Personal and Cultural Expression, develop an understanding of how chords are formed using the keyboard, ukulele and guitar. They will rehearse mashups of modern songs to develop controlled tone and volume and to create a balanced sound in ensemble performances. Students will develop confidence during lunchtime concerts and assembly presentations in front of their peers on various instruments including bucket drums.

Throughout the Term, students will use listening skills to experiment with various ways to achieve cohesion and balance in ensemble performances and make choices to communicate emotions. With reflection on class recordings, they will be able to identify how the elements of music can be use to improve performances. Students in Music will experience the challenges musicians encounter in the 'real world' in a safe and democratic classroom and develop their identity and respect for other cultures and styles of music.

TEXTILES

In Textiles and Design, students will learn 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 will be introduced to the fundamentals of Textiles and Design and will learn about various pieces of textiles equipment and how to use them safely in practice. Students will be inquirers by investigating different techniques on how to create and design textile products. Focusing on the Key Concepts of Form and Development, students will explore several inquiry questions, such as

'what skills do we need to learn in order to create this product?' This enabled students to develop the skills they required to confidently follow instructions on how to create their own textile pieces, and they produced a pincushion as the final aspect of gaining their sewing licence.

Students will go on to learn 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 piece, which will lead 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.

PHOTOGRAPHY

In Year 7, students will be 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 will begin to 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 through the application of editing techniques in Adobe Photoshop and Adobe Lightroom.

Students will begin to 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.

VCD

The focus of year 7 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.

Students will focus on creating real-world solutions. 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-CHINESE

In Term 3, Year 7 LOTE Chinese program gives the students the opportunity, under the Global Context of Personal and Cultural Expression and Inquiry, to integrate and inquire about the Beliefs, Values, Philosophy, Systems that are related to Chinese architecture, myth and legends.

During the term, the students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways we reflect on, extend and enjoy our creativity; and our appreciation of the aesthetic. Apart from that, they will also develop their comparing 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: "What, when, why and where etc. The students will develop the skills to confidently and independently follow instructions to use iPad and online Chinese software learning programs to create their own work pieces, which leads to researching, and completing a project on A Comparison Between Chinese Traditional Architecture and Egyptian Architecture. They will link their research to philosophy, belief, language and linguistic systems.

For language study, the students will also learn about early Chinese characters, complex numbers, time and date, daily activities and house, drawing on Key Concepts of Communications, Connections and Culture. Practising the writings of Chinese characters, and comparing the similarities and differences between strokes, radicals and characters is essential in Chinese language study. They will further develop their skills to improve the tones and accent in pronunciation.

Cultural aspects include Mid-Autumn Festival, Chinese housing industry, Chinese modern technology, facts about China, Chinese cities and tourism. During the course, the students will concentrate on organisation, thinking, comparing and creative skills throughout their approaches to learning.

Name	Description	Due Dates
Completion of the questions in Edpuzzle about Mid-Autumn Festival and My House	Class instruction about Edpuzzle	Week 5
Completion of the project about A Comparison Between Chinese Traditional Architecture and Ancient Egyptian Architecture.	Refer to the project instruction in Compass.	Week 8

Year 8 Curriculum Overview

ENGLISH

To begin Semester Two, students will use the novel that they have studied for book club in Term Two to develop their second text analysis. To follow this, and for the second half of the term, students will select from a small range of novels to begin reading in preparation for their final textual analysis and comparison. These novels will link to the final humanities unit with the theme of government, power and control. Through the book club sessions, students will continue to foster strong Personal and Social Capabilities by working in collaborative groups to discuss the novel, take notes and plan, draft, write and edit their text responses.

This term, students will also be exploring narratives through the key concept of Communication and the related concept of Genre. Whilst delving into the global context of Identities and Relationships, they will investigate the statement of inquiry that 'Various literary genres may assist in effectively communicating who we are'. Students will study various text types, including autobiographies, biographies and memoirs, graphic novels and scripts, developing their essential understandings about conventions of genre. Interpreting and analysing the language choices of authors will be a focus, as well as how effective authors control their use to contribute to the specificity, abstraction and style of texts. In addition, students will then adapt what they have learnt to their own writing, in developing personal narratives in various forms. Students will continue using their Inspiration Notebook to cultivate creativity and collate ideas and it is important that students add to them with details of their personal experiences that have shaped their identities and relationships.

Finally, Reflection Skills will continue to be a focus, with students consistently setting personal reading and writing goals from their continua. Regular homework requirements will also continue, utilising the My English Workbook as a diagnostic tool in increasing reading comprehension, vocabulary and



grammar and punctuation knowledge and skills. Students will also use the 2018 NAPLAN tests as diagnostic tools to find the students' Zones of Proximal Development.

SCIENCE

In term 3, 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: "New technology may be developed through understanding energy transformation" through the global context of Scientific and Technological Innovation and key concept of Change.

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. They will also follow the line of inquiry: "Standing on the shoulders of giants" to focus their investigation into the scientists that have developed physics in the past. Students will be assessed on their practical experimental skills, report writing, and an end of term test.

HUMANITIES

Inquiring into the global context of Fairness and Development, students will explore the key concept of systems when discussing ethical business systems and the need for businesses to balance consumer needs with an environmental responsibility. Connecting with Math, students will explore key terminology used in businesses and apply their interdisciplinary knowledge of what constitutes a successful business in the 21st Century. Students will further apply their interdisciplinary skills by developing a business pitch that explores the ethical direction of a business. Throughout the course of this unit, students will explore how they, as consumers, can support ethical business systems, and discuss a range of business practices that may help or hinder the advancement of an ethical society. They will be able to make connections to relevant current affairs in business, and utilise their skills and knowledge in making a difference in their communities and in the wider society. Students will gain an understanding of innovation in business, and the role of social entrepreneurs, in supporting the widespread understanding of social responsibility for all stakeholders. Furthermore, students will continually enhance their argumentative and justification skills by contributing their ideas in response to a range of ideas

and case studies, supported by relevant sources. Finally, students will respond to factual, conceptual, and debatable questions surrounding the rights and responsibilities, not only of business systems, but also of consumers..

MATHS

In term 3, students will investigate and calculate 'best buys', solve problems involving profit and loss, simple interest, and make connections to compound interest formula to repeated applications of simple interest using appropriate digital technologies.

Through this unit, students will inquire into the central idea of how 'Ethical Business Systems balance the needs of the consumers with an environmental responsibility" through the investigation of how financial maths and percentages may assist in understanding the importance of financial planning when designing a business system. Students extended their knowledge in this area by undertaking a business project to design a product and price it effectively.

Students will investigate various data sources on financial math, such as supermarket product prices, make comparisons on best buys, cost price, selling price and price setting using Demand and Supply curves. Students also looked at the effectiveness of their business plan and how to measure this in their business plan journal.

To finish the term, students will explore the concept of probability. They will be exposed to appropriate language to describe events and experiments while exploring complementary events. Students will calculate and assign probabilities of relative frequencies from two and three-step chance experiments.

To encourage self-directed learning, students are reminded to utilize the Victorian curriculum standards and set personalised goals on their learning. Teachers will facilitate their learning by utilising various resources such as www.alamandamaths.com, Mathletics, textbook resources, and specialized step-by-step notes to assist them in completing their negotiated goals.

HEALTH / PHYSICAL EDUCATION

Through the global context of Identities and Relationships, students will be researching and performing a personal exercise program. Firstly, the students will identify and perform base tests to record their personal fitness levels. Some of these tests are nationally recognised, whilst others will have been student aligned to match their own personal fitness goals. Once completed, students will learn about different principles of training and how a variety of training methods can lead to a balanced program and one that stops the onset of tedium. Students will then revisit their base test scores and measure the improvements gained against their smart goals before evaluating the whole process. During the unit, students will be shown how to check HR and pulse pressure and understand how this data can be implemented into a workable training zone. Through both Physical Education and Health lessons, students will further develop their understanding of a range of issues related to the human body which impact its ability to function, including how the heart works, its form and function, sports injuries, the muscular and skeletal systems and nutrition.

In Health, students will continue to explore their understanding of empathy by planning, rehearsing and evaluating situations where their own and others' health, safety and

wellbeing may be at risk. Students will examine each situation from varying perspectives with the aim of identifying positive coping strategies and enhancing their ability to see things from multiple viewpoints. Students will also explore a range of important emotions and personality traits that they possess and qualities that they feel are important in their friendships and relationships. Through this, students should further to develop their own self-worth as well as gaining an understanding of the people around them and how to ensure they are able to interact in a positive and meaningful way.

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.

During Term 1 and 2 students have been working on their in depth investigation and planning stage of their community project. In Term 3 students will be putting their plans that they have created into Action. The Action stage will see students working directly within the community. Some



of the programs they are connecting with are raising awareness of support programs already running within the community. Advocacy groups will be putting together information to disseminate within the community about issues that the students believe require more attention. Research groups will be creating reports about global issues, synthesising current and relevant information, research and programs in order to deeply understand some of the complex issues our world faces.

ELECTIVES

JEWELLERY

Students in Jewellery will spend a substantial amount of time engaged in developing processes and production skills. Through the practical application of hand skills, students develop dexterity, fine motor skills and coordination through experiential activities. The quality of their solutions improves as their production skills improve.

Students produce designed solutions using production processes involving natural and fabricated materials, components and digital technologies e.g. Laser cutting and 3D printing. The types of technologies they use may become progressively more sophisticated. When students generate, develop and communicate their ideas to a range of audiences and for design tasks in a range of technologies contexts, they develop graphical representation skills. They also develop graphics skills when the focus of the design project is on producing a designed graphics solution. Design thinking underpins learning in Jewellery. Design processes require students to identify and investigate a need or an opportunity, to generate, plan, manage and create designed solutions, and evaluate products and processes. Consideration of economic, environmental and social impacts that result from designed solutions is also core to design thinking.

PHOTOGRAPHY

In Year 8, students will 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 will begin to develop their own style through experimentation with composition and light. Students will continue developing their visual literacy by critically analysing images and identifying the choices artists make when composing a photograph.

Students will continue developing 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 continue to 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.

TEXTILES & DESIGN

Textiles & Design students will learn

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 new to textiles students will be introduced to the basics of textiles and design, whereas those who studied textiles and design in Year 7 will focus on improving their understanding and skills in the area. Students will continue their learning about various pieces of textiles equipment and how to use them in practice, expanding on the equipment used in Year 7. Students will demonstrate being open-minded as their appreciation for design processes evolve and expand in many directions whilst learning new techniques and expressing contemporary ideas.

Focusing on the Key Concepts of Form and Development, students will further develop their skills to confidently follow instructions on how to create their own textile pieces. They will begin with the creation of a simple calico bag, which they will decorate with their own unique designs using screen printing and applique techniques. During the evaluation process of their products, students will explore several inquiry questions, such as, 'How can I reflect on my skills to improve them for future work?'. Students will also concentrate on organisation and self-management skills throughout their approaches to learning.



VISUAL ARTS & DESIGN

The year 8 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.

In Term 2 students will be exploring different ways of exhibiting and publishing their artworks, starting with the creation of a Zine that communicates their artmaking process. Students explore the power of print and digital media in the world of visual art, and examining the social, political and personal effects of art across a wide range of contexts. Students will be curating a mini exhibition of their own work, applying their understanding of contextual relationships, as well as considering how an audience may interpret artworks.

Students will be critical thinkers when researching, discussing and justifying artmaking decisions, alongside the development of their creative thinking capabilities.

FOOD TECHNOLOGY

CAFÉ INQUIRY TASK (Friday Group)

Through the inquiry process, students will investigate how food businesses produce food that can be sold for a profit. Students learning will be focussed around the global context of personal and cultural identity as they begin to develop an understanding of how food is designed, produced and sold in a cafe. In this unit, students will come to an understanding of batch production, food hygiene and safety and quality control and understand its importance in the food industry.



As they learn how to make a variety of different café based products including pastry, breads and cakes, students will continue to refine their technical skills. They will use their prior knowledge, as well as their research and inquiry skills to plan, develop, create and evaluate a range of café products before choosing their best product to be presented for the opportunity to be sold in Café Dare. Through this task students will demonstrate their technical skills well as their ability to work collaboratively in a safe manner.

CULTURAL INQUIRY TASK (Tuesday Group)

This term in Food Technology, students 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 was focussed 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 have the opportunity to refine their

technical skills as they are introduced to foods from different cultures as well as a variety of café based products, which they will then have the opportunity to cook. Students will use the knowledge they gained from watching demonstrations, using picture guides and recipes, 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 being able to respond to a variety of factual, conceptual and debatable questions including what foods different cultures eat and how does an individual's cultural background impact on their food choices.

MUSIC

Students in Year 8 will develop their ability to read, perform and analyse music through our inquiry statement "Through a structured practice routine, musicians develop skills needed for successful performances". Viewed through the global context of Personal and Cultural Expression, develop an understanding of how chords are formed using the keyboard, ukulele and guitar. They will rehearse mashups of modern songs to develop controlled tone and volume and to create a balanced sound in ensemble performances. Students will develop confidence during lunchtime concerts

and assembly presentations in front of their peers on various instruments including bucket drums.

Throughout the Term, students will use listening skills to experiment with various ways to achieve cohesion and balance in ensemble performances and make choices to communicate emotions. With reflection on class recordings, they will be able to identify how the elements of music can be used to improve performances. Students in Music will experience the challenges musicians encounter in the 'real world' in a safe and democratic classroom and develop their identity and respect for other cultures and styles of music.

DESIGN & TECHNOLOGY

In Design and Technology, year 8 students will explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed solutions. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment such as laser cutter, 3d printers, adobe illustrator and Fusion360. They will learn to reflect on their actions to refine their working and develop their decision-making skills.

Using a range of technologies students will clarify and present ideas, for example by drawing annotated diagrams; modelling objects as three-dimensional images from different views using adobe illustrator or by Fusion 360 3d modelling software. Students will build understanding of techniques for documenting design and production ideas such as basic drawing symbols, and annotations.

WOOD TECHNOLOGY

The focus of Year 8 Wood Technology 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 3, students will be developing their understanding of the safe use and application of basic hand and power tools. They will use their critical thinking skills in the development of creating timber jigs to aid them in more efficient work practices. Towards the end of the term students will start developing their design brief for the 'Bedroom Challenge', during which they will be required to create a timber product or art work for their bedroom.

Each student 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 Overview

HUMANITIES

The year 9 division will enter a new, exciting exploration into the Economics discipline of humanities. Connecting their learning from Term One's focus on the geographies of wellbeing, we will start to explore fundamental components of macro and microeconomic studies. This economic and financial exploration will be an interdisciplinary unit, journeyed in conjunction with Maths and focusing on the statement of inquiry "economic systems determine personal and global sustainability". Students will unpack the 5 main economics systems and Australia's connection within the International Economic Trade System. They will analyse and examine the export and import trade across countries and how these can be influential in the decisions and financial growth of individual countries. In their final assessment task, students will demonstrate their found knowledge when conducting a research task on a given country, looking at key components of their economic make-up; economic sectors, international trade composition, employment and inflation rates.

ENGLISH

In Term 3, students will explore the key concept of Connections through an inquiry into the place of technology in our lives, as represented through two different texts. Delving deeper into the global context of Identities and Relationships, students will analyse a range of short texts and media through two key lines of inquiry: Technology impacts our connections with one another and Institutions can influence us through use of technology. Students will meet in weekly literature circles with their peers to read, discuss and compare these texts, consolidating their speaking and listening skills as they negotiate their thoughts and ideas. By drawing connections between the texts, students will develop their ability to utilise comparative language to

discuss the similarities and differences in literature. They will apply these skills in responding to conceptual questions based on the key lines of inquiry, building their ability to structure formal responses to essay-style questions. Students will also have the opportunity to respond creatively to the conceptual ideas discussed around the texts, furthering their ability to write in different styles and for varying purposes.

Throughout the term, students will read and study M.T. Anderson's dystopian novel, *Feed*, and the film, *GATTACA*, comparing and contrasting the respective representations of technology in the future, and how this impacts on human connections. Further consolidating the writing skills developed in Term 2 and the comparative language expanded in their weekly literature circles, students will construct an essay around their comparison, drawing on the conceptual understandings built over the unit. Students will continue to refine the structuring of their essays and paragraphs, their selection of evidence from texts and their ability to effectively embed quotes throughout their essay.

MATHS

During Term 3, students will be undertaking an Interdisciplinary unit in conjunction with Humanities, inquiring into how stable economic systems can determine personal and global sustainability. Within Mathematics, students will explore the concepts of modelling and systems by investigating personal financial choices, such as investments, savings and loans. Students will develop an understanding of how to conduct simple and compound interest calculations in context, and will use this knowledge to model and compare long-term calculations, utilising technologies such as Microsoft Excel. Students will also be provided the opportunity to guide the deeper learning of this unit through exploring their own wonderings and personal

lines of inquiry, allowing them to gain a broader understanding of managing their own personal financial sustainability over time. Finally, for their summative assessment, students will work collaboratively to respond to a number of challenging financial scenarios by providing possible solutions informed through research and long-term modelling. Students will be assessed on their ability to solve challenging problems across a range of contexts, through their ability to provide clear, complete and concise mathematical lines of reasoning and their selection of appropriate mathematical strategies and structures.

SCIENCE

During Term 3, students will be investigating genetics and evolution through the statement of inquiry, 'Diversity and evolution in living things depend on mutations.' With the Global Context of Identities and Relationships, students will explore the transmission of inheritable characteristics from one generation to the next by understanding DNA and genes. Students will analyse the theory of evolution by natural selection and how this impacts the diversity of living things. Year 9's will continue to develop their practical report writing skills by completing various experiments such as extracting DNA from strawberries. Throughout the term, students will be investigating their own personal lines of inquiry which they will present and submit as an assessment task. They will develop their own end of term test by consolidating and reflecting upon their learning each week and submitting a variety of different leveled questions and answers to demonstrate their understanding of each week's content.

PHYSICAL EDUCATION

During Term 3 the students will be participating in a range of indoor net games such as volleyball, badminton and table tennis. Throughout this

unit, they will be developing their striking and return skills, focusing on the accuracy development and directional movements over the ball or shuttlecock. Whilst exploring these activities, students will be challenged to improve their spatial awareness and team communication skills relevant to the demand of the activity.

During Health sessions, students will be inquiring under the global concept of identities and relationships, delving deeper into their own identity, their place within their immediate communities and the environments surrounding them. In addition to this, the students will be unpacking current world events and issues that relate to resilience, respect and trust. During the second part of the term, we will continue this endeavour into identities and relationships by investigating relationships and sexuality, focusing on establishing and managing respectful relationships. Students will develop knowledge, understanding and skills in relation to strategies for respectfully relating to and interacting with others as well as strategies for dealing with relationships.

COMMUNITY

The year 9 contingent enter an exciting and crucial stage of their community project inquiry cycle during term three; the Action component.

During this part of the inquiry cycle, students will look to put their detailed plan into action. This will see our students interacting with the local or wider community by spending their time serving, advocating, or researching. In order to achieve this, students will draw together their Investigating and Planning stage to help actualise the implementation or creation of their Community Project product or outcome.

Students will display a range of critical and creative thinking skills to achieve their goal, whilst also demonstrating their ability to draw connections across multiple disciplines from their learning. A key element of success of the project is their ability to communicate its purpose effectively to their audience, whether the campaign is to raise awareness of certain issues,

advocating for change or conducting research to create reports on local or global issues. Whilst they are in the action phase, they will be continuously documenting their thinking in their process journals in an attempt to help them reflect on any successes or obstacles they have faced during this stage of the inquiry cycle.

ELECTIVES PHOTOGRAPHY

In Year 9 Photography, students will continue and extend their creative journey within the global context of, "personal and cultural expression", by asking themselves the question, "what is creativity and how can we use our imagination to produce something original and interesting?". Through an inquiry into how artists think and whether an artist needs to develop their own personal style, we will investigate the idea that, "one of the best joys in photography is having the opportunity to express ourselves", looking at such modern trends as smart phone technology, semi-professional DSLR cameras, personal websites and imaging software.

At the end of Term 2, the students were given the opportunity to voice their ideas as to what they would like to learn about in Term 3, with the submission of a student proposal. As a result, a number of incursions and excursions have been organised to provide the students with a greater range of subjects to photograph and to inspire them. They will be introduced to two highly successful professional photographers currently working within the industry, and workshops will be set up to allow the students some hands-on learning. With an emphasis on moving towards end of year exhibition, students will be encouraged to develop their own portfolio of selected images and to consider making personal images outside of the classroom, which they can add to their personal Weebly websites with a personal reflection. Before students can work towards putting a series of powerful images together linked to a common theme for the end of year exhibition, they will have completed a student project statement, outlining

what their aims and goals will be for the second half of the year. Through a process of experimentation, computer editing and group discussion, students will be encouraged to create interesting and strong images, and to critique and evaluate their own work. The Year 9 photography program will allow students to relate their learning to the key concepts of creativity and identity, to further their technical skills and be directed on how to look more closely to develop their artist's eye.

TEXTILES

During term 3, Year 9 students will be completing a self-managed project based on the VCE Product Design and Technology framework. The purpose of this project is for students to reflect on their skills and understanding of Textiles and Design, and use their prior knowledge and experience and apply these in a more sophisticated manner to design and create their own textiles product for a client. Students will analyse their previous work as well as the work of other designers to extend their higher order thinking skills. They will continuously evaluate their work in progress in order to ensure they achieving their desired results, pushing their limits and comfort zone in order to create at VCE standard.

During this project, students will understand that developing a detailed design brief is imperative for the work of a designer through an inquiry into the importance of establishing and defining a client profile or end user in order to create a product that meets their client's needs. Under the Global Context of Personal and Cultural expression, students will explore how the needs, wants, fashion sense and body measurements of their client is integral to understand in order to develop an excellent design brief. Students will also learn how to work within a strict budget, and investigate different fabrics and notions that could be used within that budget. They will need to plan ahead in order to ensure their budget fits in with the design brief and results in a product that meets the client's needs.

Students will apply the knowledge and practical skills gained in previous

units to address their design brief and will investigate a variety of fabrics made from natural, synthetic and regenerated fibres. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning. They will be reflective in the evaluation of their learning process and the ideas they communicate through their work. Students will work collaboratively offering encouragement, and formative feedback to their peers, whilst graciously receiving feedback on their work.

WOOD TECHNOLOGY

The focus of Year 9 Wood Technology is on production development and construction, as students investigate "how individuals have rights and responsibilities in society" through the Global Context 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 Term 3 Wood Technology, students will be in the Production stage of their Design Brief. Students will be working on the manufacture of components and the construction for their preferred design.

The project has a large open scope for students to explore their creativity and conceptual understanding of design. Throughout this process Students will be using a blend of new, recycled and upcycled materials.

Using their design brief, students will continue to 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.

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.

FOOD TECHNOLOGY

During Term 3, 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, visually appealing 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 inquire into 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 the one time.

DRAMA

In Term 3, Year 9 Drama students will move from creating self-devised theatrical pieces to working with scripts. Guided by the global context Personal and Cultural Expression, students will explore the key concept of Creativity through the process of interpreting scripts, finding new meaning and creatively presenting them on stage. Students will drive their own inquiry into the work of various playwrights and screenwriters, sourcing scenes from plays and films that inspire them. Throughout the semester, they will approach a variety of works, in which they will need to consider the original meaning behind the work, and how they might reinterpret this for modern audiences.

Students will be encouraged to explore how they can manipulate the elements of drama to convey the physical and psychological aspects of the characters they play. They will delve deeper into their characters, and will undergo the process of breaking down a script to discover more about their role. They will be expected to make deliberate artistic choices when rehearsing their work, and work collaboratively with their peers to ensure all ideas and voices are heard. Students will consider all aspects of the theatre when working towards performing their work, including what performance space would be most appropriate to communicate the narrative, whilst also building a sense of mood and tone.

Throughout the process, students will record the decisions they make in a journal. This will include images of

them during the rehearsal process, the script work they undertake, and the decisions they make in regards to stagecraft elements, such as costume, props and sets.

VISUAL ARTS

In Visual Arts Semester 2, students will be responding to personal, local, national and global issues, inquiring into how, "As Artists we can contribute to the zeitgeist by disrupting thinking". Students will discuss and analyse contemporary trends, fashions, events and happenings in order to determine the current 'spirit of the times' and look at how these may have been influenced by individuals who challenge norms and previously held assumptions.

Each student will be working as a studio artist to create a series of works that aim to provoke discussion, raise awareness or disrupt the thinking of the audience with the overall aim of achieving positive societal change. These artworks will be process driven, with students finding real world issues to discuss, explore and challenge through experimentation and manipulation of visual language, materials and techniques.

Students will be documenting and communicating their process and thinking through the creation of a portfolio and will be presenting their artworks to a wider audience at the end of year exhibition.

DESIGN & TECHNOLOGY

During term 3 of 2018 Year 9, students will be undertaking the 'Creating Designed Solutions' phase of their project production, focussing on major aspects of design thinking, design processes and production processes. During this time, students will respond to the following aspects:

Planning and managing – students will learn to plan and manage time, along with other resources, to effectively create designed solutions. Working individually and collaboratively,

students' progress from planning steps in a project, through to more complex project management activities that consider factors such as cost, risk and quality control.

Production – students are to apply a variety of skills and techniques to make designed solutions to meet specific purposes and user needs. They apply knowledge about components and materials, including their characteristics and properties, to ensure their suitability. Students learn about the importance of adopting safe work practices. They develop accurate production skills to achieve quality designed solutions.

JEWELLERY

Students in Jewellery will spend a substantial amount of time engaged in developing processes and production skills. Through the practical application of hand skills, students develop dexterity, fine motor skills and coordination through experiential activities. The quality of their solutions improves as their production skills improve.

Students produce designed solutions using production processes involving natural and fabricated materials, components and digital technologies e.g. Laser cutting and 3D printing. The types of technologies they use may become progressively more sophisticated. When students



generate, develop and communicate their ideas to a range of audiences and for design tasks in a range of technologies contexts, they develop graphical representations skills. They also develop graphics skills when the focus of the design project is on producing a designed graphics solution. Design thinking underpins learning in Jewellery. Design processes require students to identify and investigate a need or an opportunity, to generate, plan, manage and create designed solutions, and evaluate products and processes. Consideration of economic, environmental and social impacts that result from designed solutions is also core to design thinking.

MUSIC

Students in Year 9 will continue to develop their ability to read, perform and analyse music as they explore the inquiry statement "Expression is an essential part of a successful performance". Viewed through the Global Context of Identities and Relationships, students will rehearse solo and ensemble repertoire to develop technical skill and musical sensitivity and increase their stylistic understanding of music from various genres.

During Semester 2, students will further their musicianship by collaborating to develop ensemble skills with modern songs using various instruments including keyboards, voice, guitar, bass, ukulele and drums/percussion. They will evaluate their own and their peers' music and use feedback to refine and improve technique and performances.

Students in Music will also compose, improvise and arrange music, exploring different instrumental combinations by combining acoustic and digital sounds. They will be supported with scaffolded learning experiences through our Music Mentor Program in a safe and democratic classroom and develop their identity and respect for other cultures.