



curriculum overview

Term 2 2019

Alamanda College's Middle School uses the Victorian Curriculum to scaffold understandings and knowledge in all subject areas. Using differentiation for individual needs, students work with teachers to set personalised goals, and work on tasks designed to support learning styles and their zone of proximal development.

With a focus on fostering curiosity, staff are working with students to build innovative and relevant programs across subject areas, nurturing student wonderings and encouraging skill development and transfer.

The framework of the International Baccalaureate Middle Years Programme engages teachers with planning that encourages units of work to be relevant, engaging, challenging and significant.

As the Middle School works together to build student voice, agency and leadership the curriculum and programs offered at Alamanda College will continue to support readying our students to be lifelong learners and thrive in the world in which they live.

Year 7 Curriculum Overview

ENGLISH (Language and Literature)

Across all disciplines, teachers are working with students to create a learning environment where learning is relevant, challenging, significant, and engaging. To empower our students, we also support them in developing their knowledge, skills and dispositions in: voice, agency and leadership.

In English, students are continuing 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.

When writing persuasively, students will understand that 'communicating with purpose may change perspective'. Students will focus on the key concepts of Aesthetics, Perspective and Logic when writing, and speaking in persuasive form. Students will know the form and function of a persuasive text, TEEL (topic, explanation, evidence, link), interesting leads, and persuasive devices. Throughout this writing unit,

students will be able to: analyse the effects of the creator's choices on an audience; justify opinions and ideas, using examples, explanations and terminology; organise opinions and ideas in a sustained, coherent and logical manner; make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience; use appropriate and varied vocabulary, sentence structures and forms of expression; and write and speak in a register and style that serve the context

and intention. Building on their prior knowledge, students are navigating the NAPLAN persuasive marking guide to self-assess and peer-assess writing, and to set writing goals. During the second half of the term, students will explore speaking with the purpose to persuade.

Continuing on from term one, students are reading and analysing mentor texts to improve reading comprehension and writing craft. Students respond to SOLO Taxonomy questions striving to



The Senior School Staff members:

Ryan Ma	Assistant Principal Year 8 Mathematics
Kirsten Sullivan	Assistant Principal Year 8 English
Adam Al Salihi	Year 9 Mathematics & Humanities; 9C Homeroom
Alice Osborne	Year 7, 8 & 9 Textiles
Blake Jobson	Year 7, 8 & 9 Wood Tech & PE Recreational Sports; 8C Homeroom
Callum Hickson	Year 7 Mathematics & PE; 7E Homeroom
Catherine Crossley	Year 8 Science; 8E Homeroom
Chantelle Nedelkolvski	Year 8 Leader; Year 8 English; 8C Homeroom
Donna King	Year 7, 8 & 9 Music
Donna McCarthy	Year 7 Leader; Year 7 English & Humanities; 7G Homeroom
Estelle Migliorisi	Cafe Dare; Year 7 & 8 Food Technology
Felicity Mayes	Year 7 Leader; Year 7 English, Mathematics & Humanities; 7A Homeroom
Jing Shang	Year 7, 8, 9 LOTE; Year 8 & 9 Mathematics
James Blay	Year 8 English, Humanities, Health & PE Recreational Sports; 8D Homeroom
Jeff Dent	Specialist Leader; Year 8 & 9 Food Tech, & Year 9 PE
John Bugden	Year 7 & 9 Science
Katherine Sadler	Year 7 & 9 Mathematics 7F Homeroom
Kelsey Dunlop	Year 7 English & Humanities 7D Homeroom
Lachlan Thompson	Year 8 & 9 Digital Technology Support
Lachlan Watts	Year 9 English & Humanities; 9A Homeroom
Lucinda Burney	Year 9 English & Year 7, 8 & 9 Drama 9E Homeroom
Matt Dean	Year 7 P.E. & Maths, Year 7 Homeroom
Michael Hick	Electives Leader; Year 7, 8 & 9 Wood Tech, Community
Nicole Lilly	Café Dare Support
Pauline Niziorski	Laboratory Technician
Sam Nikolsky	Year 7, 8 & 9 VCD & Visual Arts
Sarah O'Connor	Year 9 Leader; Year 9 English & Year 8 & 9 Health; 9B Homeroom
Sarah Sobey	Year 7 English & Humanities; 7C Homeroom
Stephanie Ficarra	Year 8 Leader & Wellbeing; Year 8 English & Humanities; 8A Homeroom
Tracey Hubert	Year 7, 8 & 9 Photography
Will Frances	Year 8 & 9 Jewellery Support
Will Soo	Year 8 Mathematics; 8B Homeroom
Zac Doherty	Year 9 Mathematics; 9D Homeroom

extended their 'thinking as readers'. The SOLO Taxonomy questions are different levelled comprehension questions encouraging higher-order thinking. The levels progress from un-structural, multi-structural, relational to extended abstract questions. Students have started exploring the Four Resources Model as resource to enhance reading comprehension.

Following on from term one, as a way of exploring ideas for writing, each student has their own inspiration book which they carry to every class. Students are encouraged to use the inspiration book to record potential 'seeds' or ideas for writing.

Later in the term, students will participate in their next Book Club unit. Students will study a John Marsden novel of their choice ('So much to tell you', 'Tomorrow when the war began' and 'The year my life broke'). Students will participate in discussions, and complete assigned learning tasks to cater to individual reading goals. Cultivating curiosity, students will collaborate through posing thought-provoking questions, and discussing themes.

HUMANITIES (Individuals and Societies)

In Humanities, students will practise and develop their Geographical skillset throughout term two. Under the Global Context of Fairness and Development, students will inquire into Interconnections between places, people and environments affect the lives of people.

In Humanities, students are continuing to practise and enhance their thinking skills, communication skills, social skills, self-management skills and research skills.

Students will focus on the key concepts of Development and Connections and related concept of Communities when conducting their investigations. To continue to practise their research skills such as summarising and note-taking, students will pose Factual, Debatable and Conceptual wonderings. Throughout this term, students will strive to unleash their

curiosity with quality questioning. This notion of quality questioning allows the students to begin to understand new information, construct ideas, apply knowledge and demonstrate understanding. They also begin to form mental models, explore connections among ideas, consider different perspectives, elaborate, enrich and broaden their understanding, and transfer and generalise their knowledge to new situations.

Students will continue to work independently and in collaborative settings, utilising a range of organisers, direct attention thinking tools, and visible thinking strategies in order to reflect on how they learn best and provoke their curiosity.

MATHS (Mathematics)

To begin term two in mathematics, students are continuing to revise for the upcoming NAPLAN test. In preparation for NAPLAN in week 4, students are working on goals reflecting their areas of need as identified from practise NAPLAN testing. Students will collaborate with their teachers to ensure that specific skills and types of questions are addressed. Students will explore test taking strategies and skills to ensure they understand how best to use their time, how to use their calculators as part of the calculator-based test, and approaches to questions on the short Non-Calculator test.

Following NAPLAN, students will study perimeter, area and volume in the Domain of Measurement and Geometry. Linking with Science and Physical Education to form an interdisciplinary unit, students will use the Statement of Inquiry "Applying numerical knowledge in a kinaesthetic manner" to investigate movement through cycling and other physical motion. Using the related concepts of measurement and space, students will apply their learning to design a bike obstacle course and find its distance, area using common shapes and make other measurements. As in term one, students will set their own relevant goals from their continuum to drive their independent learning.

SCIENCE (Sciences)

In Term Two, students will investigate the science of physics. Students shall apply their knowledge and learning in an Interdisciplinary Unit that investigates the process of cycling working alongside the disciplines of Mathematics and Physical Education. Students shall be engaged with the design of a cycling course and then evaluate the concepts of physics as it applies to riding the course. Throughout the term, students will gain knowledge of how to construct and interpret graphs, forces such as gravity, push and pull, friction, and how balance is important in movement. Students shall also investigate the principle of momentum through the use of crash carts.

Through a range of experiments, students will apply their knowledge to limit the effects of physics that decrease performance and optimise the influence of physical practices that improve performance of their cycling course.

HEALTH

In Health Education, students will be making linking links to the Geography unit in Humanities. Focusing on the key concepts of Communities and Development, students will be examining community resources, services and strategies that are

in place to promote health and wellbeing.

Students will be able to, identify local natural resources and built environments where individuals and groups can connect as a community and participate in physical and social activities, and research case studies of organisations and services that work to improve health and wellbeing (including the World Health Organisation).

PHYSICAL EDUCATION

In Physical Education, students will continue to develop their motor skills and fitness while participating in units of Soccer, Netball and AFL. In these units they will build on the skills learned in previous years of physical education. Students will practise their ability to work together in teams to achieve desired outcomes. They will practise the specific skills required in each sport through training drills designed to build enthusiasm and technique. In doing so this will allow students to participate in competitive games of Soccer, Netball and AFL. To conclude each of these three units they will practise giving and receiving meaningful feedback in order to improve their performance in each of the sports. Towards the end of term two students will undertake a bicycle safety unit intertwined with Mathematics and Science which will allow students to know the safe and appropriate ways in which to use their bikes in the wider community.





ELECTIVES

WOOD TECHNOLOGY

(Design)

The Year 7 Wood Technology program introduces students to the field of materials design and technology, as they explore the inquiry statement, 'Waste from one product can be used as a raw material for another, which results in developing a resource neutral process', viewed through the global context of Personal and Cultural Identity, and Globalisation and Sustainability.

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 focusing on the key concepts of Aesthetics and creativity as well as Related Concepts of Resources and sustainability. 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 judgements 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.

TEXTILES

(Design)

During term 2, Students are introduced to the fundamentals of textiles and design. They will develop their understanding that new skills are needed for the creation of different textiles products. During the first part of the term, students will work towards gaining their sewing licence as learn about various pieces of textiles equipment, and how to use them safely in practice. Students will create a pincushion as the final aspect of gaining their sewing licence.

Under the Global Context of Globalisation and Sustainability, students will work through the inquiry 'Functional products are required by communities to improve sustainability and reduce the human impact on the environment'. During this inquiry, students will design and create their own sustainable shopping bag. Focusing on the Key Concept of Communities, students will explore several inquiry questions, such as 'To what extent should aesthetics be considered to meet the need of the community when creating sustainable products?' Students become inquirers by investigating different techniques to create and design textile products. They will develop skills to confidently and independently follow instructions, and create their own textiles products, which leads to investigating, designing, producing and evaluating their sustainable shopping bag. During the course, students will combine knowledge, understanding and skills to create products or solutions, thereby concentrating on thinking and transfer skills throughout their approaches to learning.

PHOTOGRAPHY

(Art)

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 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 practise 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.

VISUAL ARTS (Art)

The Year 7 Art program aims to enlarge the students' idea of Visual Arts, and how the skills gained can be transferred across different domains. Students continue to develop their understanding of the role of artists and designers in society, with a focus on innovation, creativity and technology. Students engage in the statement of inquiry, 'As artists, we use visual language to express and communicate who we are, how we see ourselves and how we experience the world'.

Students begin by working as graphic designers to create a visual identity, logos and branding for themselves. Students will use creative thinking strategies to generate a wide range of ideas, and use their critical thinking skills to evaluate and refine their designs. Students will begin to use Adobe Illustrator to generate their designs.

Students will independently and collaboratively problem-solve, and will begin to gain technical expertise in Computer-Aided Design software and rapid prototyping techniques. Students continue to develop and use their design vocabulary when discussing existing products, as well as in reflecting on their process and progress.

MUSIC (Art)

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, they will develop their individual skills as open-minded and courageous

thinkers, on various instruments including keyboard, guitar, bass, ukulele, drums and voice.

Throughout the term, students will rehearse modern songs with controlled tone and volume to create a balanced sound with ensemble performances. They will apply themselves to new skills with open-minded attitudes and will learn how to achieve cohesion and balance when performing co-operatively with their peers. Students will reflect on class recordings to identify how they can improve their musicianship through the use of the musical elements; duration, pitch, expression, texture and tone.

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, to become confident performers and appreciative audience members.

DRAMA (Art)

In Year 7 Drama, students focus upon the development of the four key expressive skills in Drama: facial and vocal expression, gesture and movement. In their first unit of inquiry, students explore the expressive performance style of mime, guided by the following inquiry statement: Artists use their expressive skills to effectively communicate stories and entertain audiences. Students craft short mimed performances individually and collaboratively to express emotions,

characters, situations and conflict. Building their creative thinking and play-building skills, students use a given stimulus to create their own short mime performance, in which they developed their understanding of the key performance skills: focus, energy, timing and actor/audience relationship.

Students then look into the origins of modern theatre through investigating Ancient Greek Theatre. Looking particularly at the role of The Chorus, students continue to develop and refine their expressive skills, especially vocal expression and the use of sound to create mood and tension in a performance. Applying their growing understanding of various performance styles, and their ability to use their expressive skills in a refined manner, students work collaboratively to create a short self-devised ensemble piece from a stimulus. They are introduced to basic application of stagecraft, including designing the theatre space, in addition to creative lighting and sound design to assist in crafting a particular mood.

Over the course of the term, students record reflections and thoughts in response to their dramatic explorations and learning through a weekly journal, a crucial aspect of their learning in Drama.

FOOD TECHNOLOGY (Design)

In term one, students will explore food and nutrition as they continue to develop a range of technical skills in



Food Technology. Throughout the term the students will work with a variety of ingredients, tools and equipment and utilise these resources in the application of cooking techniques and food safety and hygiene practices. Students who have experienced Food Technology in the Primary Years Program will be encouraged to improve and extend their skills and knowledge across these areas.

Throughout the term, student learning will be focused on the global context Identities and Relationships as they investigate a variety of breakfast foods. Students will be guided by the statement of inquiry, 'Resources are adapted to develop new ideas for improved health and wellbeing'. During this inquiry students will analyse the need for more nutritional breakfast options to improve health and wellbeing. The unit will provide students the opportunity to actively engage in the design cycle, as they investigate, generate, produce and evaluate their own breakfast design solutions. Throughout this design task, students will investigate what makes a nutritious breakfast and the impact of lifestyle and the access to food impacts a person's food choices. During the term students will combine knowledge, understanding and skills to create a

range of products, including their final design solutions.

LOTE-MANDARIN (Language Acquisition)

In Year 7 term two, the Chinese program is designed, under the guidance of Victorian Curriculum and MYP standards, to meet many levels of student's needs based on their background, knowledge and language ability. It provides students with the opportunity to explore their identity in the context of local and global environments.

For beginners, students will develop their knowledge to share basic ideas regarding language and culture systems. They will actively explore the Chinese language system and draw upon their knowledge to communicate ideas with others, following the 7-10 Victorian Curriculum standards.

For students who have prior knowledge of Chinese, they will extend their grammatical knowledge through spoken and written communication based on the Victorian Curriculum F-10 sequence standards.

Students with background knowledge, will extend their writing skills to include

more formal genres in spoken and written Chinese. They will participate in presentations on topics they have studied, and initiate discussion through inquiry. Students will compare their own pronunciation to modern standard spoken Chinese. Depending on their ability, students will have the opportunity also apply linguistic expressions encountered in contemporary and traditional literature, to develop their ability to write in more expressive and creative ways. They follow the standards for background learners.

All students will further develop their Chinese language skills in listening, speaking, reading, writing and viewing while building their vocabulary and extend their knowledge in either simple or complex situations, following their personal goals. They will use technology and the online platform to learn Chinese in class and beyond.

To support their Humanities studies, students will explore Chinese cities through research, and use Chinese language to express their findings and perspectives. They will use mind-mapping to draw upon and develop key concepts and related concepts. They will also discuss personal issues and debate upon relevant global issues.

Year 8 Curriculum Overview

ENGLISH (Language and Literature)

Throughout term 2, students will analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication used. They will examine the importance of media literacy and evaluate the reliability of sources, considering the ramifications of 'fake news' and distinguishing between bias, differing perspectives and fact. Students will then apply their knowledge of the techniques used in persuasive writing during their Inspiration Notebook sessions. These work to not only cultivate creativity, but also allow students to experiment with and innovate on text structures

and language features. This will enable students to refine and clarify their ideas, in order to become more effective, confident and passionate writers. Reflection skills will continue to be a focus as well, with students consistently setting personal writing goals from their continua.

In book club, students are collectively studying the historical fiction novel, 'The Boy in the Striped Pyjamas', as well as a number of mentor texts focusing on various conflicts throughout history. Through these texts students will explore the ways that ideas and viewpoints drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. The unit will culminate with the students developing a text response

discussing various aspects of the texts, including the characters, symbols and/or themes. The focus will also be on developing personal and social capabilities, with the students using their prior experience with book club to assess their strengths and weaknesses in order to set, work towards and achieve personal and group goals. In addition, student will develop their collaboration skills in order to share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.

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.

HUMANITIES (Individuals and Societies)

Following on from Term 1, students are continuing their exploration of the statement of inquiry, 'societies can evolve through global interactions'. Through the contextual lens of Orientation in Space and Time, students will connect their learning through English and Humanities through the key concept of global interactions by learning about World War II, with a particular focus on the Holocaust. Students will explore the causes and effects of global conflicts and the impact of peace and conflict on individuals, communities and societies. Their novel study in English, 'The Boy in the Striped Pyjamas' will support our learning in Humanities as it will provide the students with a contextual understanding of that time period through which students analyse the implications of the Nazi regime and the consequences of conflicting ideologies. Students will apply their research, analytical and critical thinking skills to explore this significant event and how issues like propaganda, theories and war impact societies and change global interactions permanently through many means, but in particular migration.

MATHS (Mathematics)

In this term, students will explore and investigate the mathematical concepts of space, measurement and modelling through the angles and coordinate geometry domain. To encourage self-directed learning, students will utilise the Victorian curriculum standards scope and sequence to set personalised goals to personalise their learning. Teachers will facilitate their learning by utilising various resources such as OneNote, www.alamandamaths.com, Mathletics, as well as textbook resources to assist them in completing their negotiated goals.

In the Angles unit, students will investigate the properties of various types of different angles, angles of elevation and coordinate geometry. Students will also be exposed to Pythagoras' Theorem, Trigonometry and understand how they are used to solve real-world problems. Students who are operating further



along the developmental continuum will explore more complex concepts such as global positioning and travel routes.

Following that unit, students will inquire into related concepts of representation and generalisation in the context of coordinate geometry and angles in a personalized project that interests them. Students extend their knowledge in how angles and coordinates can be used to represent and draw relationships between real-world scenarios and problems.

Students will investigate various data sources that interest them, such as travel data, distance and range, coordinate mapping, longitudinal and latitudinal locations and angles in flight or rocket propulsion. Students are encouraged to analyse their findings and draw justified generalisations and trends regarding their findings.

SCIENCE (Sciences)

In term 2, 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 lead by the statement of inquiry: "Science can evolve through global interactions" through the global context of Scientific and technological innovation and the 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, as well as 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 skills, and through an end of term test. Therefore, regular homework tasks will be allocated, and student led study will be continuous throughout the term.

PHYSICAL EDUCATION (Physical + Health Education)

Term 2 Physical Education will 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 over the course of the key invasion games covered. Students will focus on attacking and defending principles whilst identifying and refining movement concepts and strategies. During term 2, students will gain a greater understanding of the Key Context of Development, through increasing understanding of the net/striking game of Badminton. Through gameplay and drills, outwitting an opponent will

be explored through the Concept of cooperation. Students will develop court craft to outwit an opponent within a game situation.

Students will explore personal choices and decisions and the potential implications of these. Students will further explore Body Image, Healthy Lifestyle Choices and Mental Health. Students will also evaluate where they can seek support and resources to ensure they are living a healthy and happy lifestyle.

COMMUNITY

In Year 8, students 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, students will continue their investigation stage of their community service by working through their Community Project Proposal. This document essentially formalises their project outline by clearly identifying the needs being address and how they intend to achieve their action goal. Once this has been completed, term 3 will be centered around developing a coherent plan for action and working on their preparation for service. Students will continue to meet with their mentor / academic advisor regularly to help guide their progression.

ELECTIVES

TEXTILES & DESIGN (Design)

During term 2, students will understand that products are design for end users or target audiences in mind through the inquiry looking into how end users choose textiles products that have a purpose and reflect their individuality. Whilst students new to textiles are introduced to the fundamental aspects 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 garments 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, by designing and producing their own pyjama set (t-shirt and shorts). Focusing on the Key Concept of Development, students will explore several inquiry questions, such as 'How do original designs change throughout the process of the design cycle?' 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.

PHOTOGRAPHY (Art)

In Year 8 Photography, students are beginning to explore film production. Responding to the theme a theme of their own choosing, students will be encouraged to use a variety of creative techniques and approaches to express themselves using animation or live-action film. Students will work collaboratively and take on roles within their groups including directing, acting, editing and producing. The media creation process follows a process of pre-production, production and post-production. These three production phases will build skills and knowledge in developing an original idea and researching information, writing a storyline and a script, technical production skills including camera and sound, post-production skills in editing, sound effects and music, and developing teamwork, time management and planning skills. Throughout the process, students 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.

VISUAL ARTS & DESIGN (Art)

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 (Design)

In term two, students explore cultural diversity, as they continue to develop a range of technical skills in Food Technology. Throughout the term the students will work with a variety of ingredients, tools and equipment and utilise these resources in the application of cooking techniques and food safety and hygiene practices. Students who have experienced Food Technology in previous years will be encouraged



to improve and extend their skills and knowledge across these areas.

Students will investigate cultural cuisines while considering the global context 'Personal and Cultural Expression'. Students will be guided by the statement of inquiry: 'global communities have access to a range of resources and adapt them differently'. During this inquiry students will investigate and analyse how ingredients sourced from global communities can be adapted to create a variety of dishes. Students will progress in a range of cooking skills which originate from diverse cultures. The unit will provide students the opportunity to actively engage in the design cycle, as they investigate, generate, produce and evaluate their own culturally inspired dishes. Throughout the design task students will collaborate with their peers to produce a dish which communicates a culture of their choosing. Students will investigate the adaptation of culturally diverse ingredients and explore the cultural identity of ingredients found globally. During the term students will combine knowledge, understanding and skills to create a range of products, including their final design solutions.

MUSIC (Art)

Students in Year 8 will continue to develop their ability to read, perform and analyse music as they

explore the inquiry statement "The process of artistic creation can lead to self-discovery and assist in the development of career pathways". Viewed through the Global Context of Identities and Relationships, students will improve their individual skills on various instruments such as keyboard, guitar, bass, ukulele, drums and voice.

Throughout Term Two, students will research the lives and music of Australian modern artists. They will develop new skills through structured practice and repetition, and rehearse modern songs as ensemble performers. They will improve their musicianship with scaffolded learning experiences and work towards their presentation of 15 Minutes of Fame for our weekly soirees and end of term performances.

In Music, students will identify and analyse how the elements of music (duration, pitch, expression, texture and tone) are used in their performances. With peer and self-feedback students will discuss ways in which they can further develop their journey of music making and self-discovery and will confidently present items to their peers in various settings and contexts.

DRAMA (Art)

In term two, Year 8 Drama students will continue to develop their expressive

and performance skills, whilst building an understanding of the playmaking process through practical exploration. Students then inquire into the global context of Fairness and Development, through the dramatic exploration of Armin Greder's powerful picture book *The Island*. Focusing on the key concept of Perspective, students undertake a series of dramatic activities to collaboratively create an imagined world that reflected the context of the book. Through this dramatic exploration, students engage in mature debate and discussion around the statement, As a global community, we have a responsibility to challenge inequality and embrace change, particularly focusing in on the contentious issue of refugees in Australia. Students will develop vital skills in character development, improvisation, script writing and expressive communication through movement and voice as they explore the text.

Students will then delve into student-led play-making, exploring the highly collaborative process of creating new dramatic works in the theatre. Using Greder's text as stimulus, students will respond through devising, planning, rehearsing and applying a range of stagecraft to create a self-devised dramatic work. They will take on the various roles and responsibilities within the theatre to work together to apply their growing understanding of the dramatic elements in their work.

Throughout the term, students are expected to keep a reflective journal, in which they should record reflections on learning, decisions and explorations made in rehearsal and creative ideas in regards to their play-making.

WOOD TECHNOLOGY (Design)

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. The Year 8 design challenge is to develop a bedroom lamp using a combination of materials, timber, LED's and acrylics. In Term 2, students will be developing prototypes of their preferred designs before moving into the production stages. They will use their critical thinking skills in the development of creating timber jigs to aid them in more efficient work practices. 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.



DIGITAL TECHNOLOGY (Design)

In term two of year 8 Digital Technologies students are implementing skills gained in term one through use of Python code to bridge the gap between digital code and real-world interaction. Students are using programmable robots and microcontrollers to solve problems of increasing complexity, progressively adding additional functions such as the control of motors, lights, sounds and sensors. Students are applying their problem-solving skills of defining the problem, generating design solutions and prototypes.

Before a solution can be designed and created it is necessary to find out what is the cause of any existing problem and what will solve it or for a new situation. This means students must initially define the problem and decompose into a set of functional requirements that consider technical and usability constraints to their solution. Students are generating design ideas using techniques such as brainstorming, prototyping and SCAMPER (substitute, combine, add something, magnify or minify, put to other use, eliminate). A paper prototype can also be used in the design process to map out plans, what's on screen, the logic behind transitioning between screens and how various elements may work together as a system.

Arduino's are being used by students to create digital solutions for a range of problems. The programming boards typically use a microcontroller which is a small chip (a tiny computer) that

sends and receives signals to turn things on and off. Bringing to focus inquiry of 'Augmentation of technology can shape the world and its users' will drive students to apply their new skills and knowledge to aid in the positive development of day to day living.

LOTE-MANDARIN (Language Acquisition)

In Year 8 term two, the Chinese program is designed, based on Victorian Curriculum and MYP standards, to meet many levels of students' needs and to provide them with the opportunity to continue to explore Chinese language.

All students will further develop and consolidate their listening, speaking, reading, writing and viewing skills through inquiry. They will focus on the topic of Second World War, thus linking with their Humanities studies. They generate their own inquiry questions following the MYP key concept and related concepts and further expand their vocabulary and knowledge by translating and constructing complex sentences and essays following grammatically correct rules. The students will also employ learned vocabulary to express personal insights and compare experiences and opinions on the Second World War topic. They will be immersed in the language by watching a Chinese movie related to Second World War.

Besides inquiry, all students will also work on their personal goals based on the Victorian Curriculum standards and progress their learning through the Chinese continuum on OneNote

Year 9 Curriculum Overview

ENGLISH (Language and Literature)

At the beginning of Term 2, Year 9 students will be developing key skills and understandings in complex grammar, spelling, writing and reading comprehension, working on personal learning goals to challenge and extend themselves. 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, using the QAR (Question-Answer Relationship) strategy to classify questions in regards to the varying demands of the reader. Each student will be provided with learning tasks to practise their targeted learning goals, with support and resources provided to assist them in unpacking misconceptions and extend on their current knowledge. 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.

Students will then begin an exploration of the global context, Scientific and Technological Innovation, through the statement of inquiry, Our relationship with technology may influence our connections with each other. Analysing and comparing M.T. Anderson's dystopian novel, Feed, with the film, GATTACA, students will deepen their conceptual understanding of the statement of inquiry through an in depth exploration of common themes within the texts. Engaging in various learning tasks to support their comprehension of the novel and film, including elements of active pedagogy and creative responses to the texts, students will engage in discussion to build important skills in speaking and listening. Gaining an understanding of how authors communicate their moral and ethical beliefs and perspective on the world through their writing, students will work towards creating a comparative text-

response essay to present their analysis of the texts. Students will develop their knowledge around the conventions of an analytical essay, developing their ability to effectively take notes when reading, embed quotations as evidence, and harness appropriate language to analyse and discuss literature, key skills required for VCE English and beyond.

HUMANITIES (Individuals and Sciences)

2019's Year 9 journey will continue with an exciting stand-alone exploration into the Civics and Citizenship domain of Humanities.

Students will inquire into the key concept of Change, and related concept of Governance when exploring how members of a community participate in a democratic society.

Through the global context of Globalization and Sustainability, the Year 9 cohort will explore the statement of inquiry "Governance can change the future of the world". Students will gain an understanding of the impact of decision making on humankind and the environment and will have the opportunity to choose a particular social media campaign and explain the ways it can contribute to active citizenship. The Year 9 Cohort will analyse the effectiveness of

strategies utilized by politicians such as party campaigns, advertising, and public debates in influencing citizen electoral choices.

Learners will develop their research skills in through investigating laws governing local issues and will be given the opportunity to develop collaboration skills through forming a political party with other students, and will take part in a mock election run by the Victorian Electoral Commission who will host a school incursion. As part of this activity students will form a party name and develop a party policy, which reflects the groups priorities. Group priorities will reflect what the members care about and can include big issues such as Climate change, youth wages, university entrance and terrorism. To foster engagement each party will be given multiple options how they present their political parties platform and can include chooses such as making a short film, creating a website or creating and delivering a campaign speech to seek election.

MATHS (Mathematics)

To begin term 2, students will continue to revise for the upcoming NAPLAN test. NAPLAN results have become ever more important for enrolments into Year 10, and as such preparation will be a focus for students leading up





to the test. Students have previously identified and set individualised learning goals which they identified from practice NAPLAN testing. As in term 1, students will independently access a continuum and resources to practice these goals and document their learning process using the OneNote application. Further supporting learning, students will collaborate with peers and teachers in relevant focus groups.

Following NAPLAN, students will explore the Statement of Inquiry "Relationships and equivalence between quantities enhance aesthetic qualities" while investigating the use of angles and geometry in everyday life including architecture and art. The related concepts of equivalence and justification will focus student learning as they solve problems using ratio and scale factors in similar figures, explore and apply Pythagoras' Theorem and trigonometry to solve simple problems involving right-angled triangles and use similarity to investigate the constancy of the sine, cosine and tangent ratios.

SCIENCE (Sciences)

In term two, students shall investigate the Biology based topics of Genetics and Inheritance and the relationship between the two. The focus shall

be on Mendelian Genetics and how traits are passed through families. Genetic modification of DNA and genetic based disease, such as how haemophilia or other diseases, are inherited shall also be studied through Student Led Inquiry. The structure of the cell shall also be investigated. Students shall learn the role of genes, the human genome, how genes work and how traits vary from generation to generation. Asexual and sexual reproduction at the cellular level shall be studied with students able to explain the process of Meiosis and Mitosis.

An Interdisciplinary Unit based on genetics shall form the focus of the learning of the student as they understand the phases of cellular replication/reproduction and specialisation of cells. Students shall be given the opportunity to demonstrate their knowledge through a range of assessment tasks

PHYSICAL EDUCATION (Health + Physical Education)

During term 2, students will gain a greater understanding of the Key Context of Communication, through increasing understanding on creating space in Hockey and Lacrosse. These

will be explored through the Concept of change. Students will research to become knowledgeable around the basic rules of both sports and develop greater tactical understanding following on from their 'Invasion games' unit in year 8.

Later in the term, students will complete a unit on contact sports. The focus on movement patterns, running positive lines and avoiding collisions, coupled with offering support to the ball carrier will help improve student performance along with developing a greater understanding of the rules and tactics of the games of Aussies rules and both Rugby codes.

These practical 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/club setting, to ensure that the skills and knowledge are properly embedded.

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 continue their investigation stage of their community service by finalising their Community Project Proposal. This document essentially formalises their project outline by clearly identifying the needs being address and how they intend to achieve their action goal. Once this has been completed, the second half of the term will be centred around developing a coherent

plan for action and working on their preparation for service. Students will continue to meet with their mentor / academic advisor regularly to help guide their progression.

ELECTIVES

MUSIC (Art)

Students in Year 9 will collaborate to prepare solo and ensemble items for various events and functions within the school community. In Music, they will explore the inquiry statement "A successful ensemble product is dependent on the input of every member". Viewed through the Global Context of Identities and Relationships, students will continue to develop technical and expressive skills on a variety of instruments including keyboard, guitar, bass, ukulele, drums, percussion and voice.

During Term Two, students will confidently perform a range of solo and ensemble repertoire for our weekly soirees and end of term concert. Throughout the term students will develop their musical awareness and performance skills through the 5 R's in Music; research, repetition, rehearse, record and reflect. Students will demonstrate a developing personal voice and technical control, expression and stylistic understanding of modern repertoire.

By the end of Term 2, students will refine their music making processes and understand how to present performances in a confident and professional manner. Through peer and self-reflection, they will develop their individual goals and understand the importance of respectful and productive learning environments.

LOTE-MANDARIN (Language Acquisition)

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preparation for service. Students will continue to meet with their mentor / academic advisor regularly to help guide their progression.

TEXTILES (Design)

During term 2, students will understand the process of designing a product should be done with the target audience in mind. Throughout this course, students are working on improving 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 complexity of equipment used previously, working towards mastery of skills. Under the Global Context of Personal and Cultural Expression,



students will continue to learn through the inquiry: 'End users choose textiles products that have a purpose and reflect their individuality' as they embark in their Product Design Process.

Focusing on the Key Concept of Communities, students will explore several inquiry questions, such as 'What information do I need to gather from my client to be able to design a product that suits their needs?' Students will develop skills to confidently and independently follow instructions, and create their own textiles products, which leads to investigating, designing, producing and evaluating their cushion cover. During the course, students will combine knowledge, understanding and skills to create products or solutions, thereby concentrating on thinking and transfer 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. They 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.

WOOD TECHNOLOGY (Design)

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 2 Wood Technology, students will be in the design and development stage of their Design Brief. The Year 9 students will be constructing and developing scale prototypes of 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 (Design)

During term 2, students will complete the practical and theoretical elements of their breakfast menu and cook all dishes in a single extended session. They will through undertaking this task, embed teamwork and collaboration skills, deal with time pressures and develop ways to help with this. They will also complete a budgeting sheet that helps them understand how the hospitality industry functions. The second half of the term looks at the world of lunch menus, starting with





large companies like 'hello fresh' and identifying what makes them popular. It finishes with the students cooking in a mass production environment catering for the café during a lunch service.

DRAMA (Art)

In Term 2, 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 statement of inquiry, 'Artists interpret the work of others to create new, meaningful art for audiences', 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, while building a sense of mood and tone. Students will work towards performing both a duologue, a scene with a partner, and a monologue, a solo performance of scripted speech.

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 (Art)

In term 2, Visual Art students will begin to create their first series of artworks .

Students have spent term 1 exploring ideas, themes and concepts related to the Statement of Inquiry As Artists we contribute to the zeitgeist by disrupting thinking, and have considered their own lived experiences and how these effect the way they see and interpret the world around them.

A key facet of this stage of the process is experimenting with materials, techniques and technologies in order to determine which will be implemented in their exhibition artworks, whilst documenting their artmaking process in their portfolio.

Students critically inquire as to how artists have shaped people's views of the world as well as the various factors that influence global visual culture and trends. Students work as artists to create their works as a response to the world around themselves, developing ideas based around their own interests, ideas, understandings, passions and worries. Mediums and techniques are manipulated and conventions are challenged to ensure that the students are creating unique works of art that in ways that are meaningful and significant to the artists themselves.

Music Year 9 Term 2

Students in Year 9 will collaborate to prepare solo and ensemble items for various events and functions within the school community. In Music, they will explore the inquiry statement "A successful ensemble product is dependent on the input of every member". Viewed through the Global Context of Identities and Relationships, students will continue to develop technical and expressive skills on a variety of instruments including keyboard, guitar, bass, ukulele, drums, percussion and voice.

During Term Two, students will confidently perform a range of solo and ensemble repertoire for our weekly soirees and end of term concert. Throughout the term students will develop their musical awareness and performance skills through the 5 R's in Music; research, repetition, rehearse, record and reflect. Students will demonstrate a developing personal voice and technical control,

expression and stylistic understanding of modern repertoire.

By the end of Term 2, students will refine their music making processes and understand how to present performances in a confident and professional manner. Through peer and self-reflection, they will develop their individual goals and understand the importance of respectful and productive learning environments.

DIGITAL TECHNOLOGY (Design)

In term two of Digital Technologies, year 9 students are employing skills learnt in year 8 and term one of 2019 to design a digital game.

Students are learning to refine their object-oriented programming (OOP) skills which is a requirement at years 9–10. Students follow a problem-solving process to design, build and evaluate a digital game. Defining a real world need for personal projects, setting constraints and considerations they will state the digital design problem and decompose it in order to develop a solution. Students will create an algorithm for the game and relate this to an OOP approach. As a group or in pairs they will implement a solution to build a computer game using OOP principles.

An algorithm is a logical step-by-step process for stating how to create a digital solution. Algorithms are generally written as a flowchart or in pseudocode. A flowchart is a common way to visually represent an algorithm. Another relevant approach particular for games and apps is to do a storyboard which often focuses on the onscreen actions.

Pseudocode is a way of describing a set of instructions that does not have to use specific syntax. Students use structured English to express these instructions; for example, using 'while' and 'endwhile' when describing a 'while loop'. As they design the solution, students need to refer back to any constraints identified when they defined the problem, such as social and technical constraints. The design of the user interface and



consideration of these constraints is referred to as user experience. Design of the user interface draws on design principles such as contrast, space, balance and repetition.

By the end of term two year 9 students will have determined and developed skills necessary to create the digital solution. Focusing on defining a real world need for a digital solution, students will inquire whether their 'creative manipulation of resources allows us to alter the future of humanity'.

PHOTOGRAPHY (Art)

In term 2, students will deepen their knowledge of post-production techniques and develop a greater understanding of the photographic editing workflow paying particular

attention to industry standard software, Adobe Photoshop. Here they will refine their knowledge of layers, masking, and of creating complex selections moving towards creating an imaginative surrealist self-portrait. Students are moving towards taking more ownership over their own learning, identifying areas of improvement, and creating a plan to achieve their goals.

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.