

**MONTMORENCY SECONDARY COLLEGE**  
**YEAR 8 & 9 CURRICULUM HANDBOOK 2018**

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**IMPORTANT DATES FOR THE REST OF 2017**

Wednesday 20th September

Student Progress Interview Day

Monday 4th – Monday 18th December

Year 7 to 9 Orientation Program (Compulsory)

Thursday 7th December

Swap Shop – Second hand book buy & sell: 6.30 – 8.00pm

Early December

North of the Yarra Booklists due

Tuesday 19th December

Year 7 & 8 End of Year Excursions

Thursday 21st December

MSC Awards Evening

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# GENERAL INFORMATION

## Attendance

Attendance at all classes is compulsory. Regular, punctual attendance is essential and in many instances it will be impossible to satisfy work requirements if the student's attendance is irregular.

After any absence, a note of explanation must be given to the Year Level Coordinator, signed by the parent or guardian of the student.

Montmorency Secondary College uses an electronic roll-marking program. This allows the College to track truancy, and proactively enforce student attendance at all classes.

A comprehensive program is in place to ensure regular attendance by all students. In situations where a student has been absent from class without a reason, the matter will be dealt with by the Co-ordinator.

Students are not permitted to leave the school grounds during the school day unless there are exceptional circumstances.

## Arriving Late

Home Group teachers note absences during the first 10 minutes of the day (Home Group). Students who arrive after Home Group must report to the office, sign the Late Arrivals' register and obtain a "Late Slip" to present to the class teacher. Students who have been recorded in the Late Arrivals' register will be marked LATE in the attendance roll.

It is expected that students who arrive late for class will have an acceptable explanation. Parents will therefore be expected to provide a note for lateness.

Where lateness is persistent or reasons are unacceptable, the student will be receive appropriate consequences.

## Leaving Early

The process for a student leaving the school early is:

- Bring a note from home, with a short explanation and the parent's signature.
- Student takes that note to the Year Level Coordinators office, and gets the note signed by their Year Level Coordinator.
- When it is time for the student to depart, the student goes to the General Office, where they hand in their note that has been signed by the Coordinator, and they sign out of the 'Early Leavers' book.
- Alternatively, a parent may arrange to meet their child in the General Office at a prescribed time. The parent can then sign the student out in the 'Early Leavers' book.

**Under no circumstances** can a student leave school without notifying their coordinator or signing out at the General Office.

## Homework and Use of the Study Planner

All students at Montmorency Secondary College are issued with a homework study planner. Students are expected to take the study planner to all classes to record homework, tests and assignments etc. Regular use of the study planner helps to develop sound organisational skills. The study planner informs parents of the study commitments of your child in each subject. We encourage parents/guardians to check the study planner regularly to monitor their child's progress and assist them in planning their time in order to complete tasks. The study planner is a useful means of communication with teachers.

Homework will generally be between 45 and 90 minutes per day, increasing with progress up the school. It may be set during weekends and school vacations, as well. Where no formal homework is set it is expected that students read. The Resource Centre is also available for student use out of school hours.

Homework may consist of, (but not limited to):

- Independent reading on a daily basis
- Tasks such as continuation of classroom work, projects and assignments, essays and research.

# ASSESSMENT AND REPORTING

Montmorency Secondary College values the opportunity to communicate with parents and guardians about the wellbeing and academic performance of students. There are **seven** scheduled forms of communication throughout the year that enable parents and guardians to stay informed about their son or daughter's progress, and opportunities for improvement.

*Please Note: All reports are distributed digitally unless a hard copy is specifically requested.*

## End of Term One – Interim Reports

Towards the end of term one each student is issued with an interim report. This is a one page document, which lists all of the subjects that your child is undertaking and includes teacher ratings of your child's progress to date in a simple to read "tick-the-box" format. The report should act as the basis for discussion at the Parent Teacher interviews scheduled at the same time.

## End of Term One – Parent Teacher Interviews

Parent Teacher Interviews occur at the end of term one. All parents and guardians are strongly encouraged to attend these interviews, as it is an opportunity to sit with your child and their teacher and gain more detailed knowledge as to how the child is performing /coping, and to discuss strategies that will increase your child's chance of success.

## End of Term Two – Student Reports

Full student reports are issued at the end of term two. These documents are much more detailed written reports and provide graded assessments of the major assessment areas of each subject.

## Start of Term Three – Student-Led Conferences

Student Led Conferences are held early in Term three. This conference is between the home group teacher, the student and the parent/guardian. It does not focus on a particular subject, but rather on the whole child. Together, the student, parent/guardian and home group teacher review mid-year reports and set learning goals for the second semester.

## End of Term Three – Interim Reports

At the end of term three, each student is issued with a second semester interim report. This is a one-page document similar to that issued at the end of term one. Again, it is designed to be read in conjunction with the Parent Teacher interviews scheduled for that time.

## End of Term Three – Parent Teacher Interviews

Parent Teacher Interviews occur again at the end of term three. All parents and guardians are strongly encouraged to attend these interviews, as it is a further opportunity to sit with your child and their teacher and really gain knowledge as to how the child is performing/coping, and to discuss strategies that will increase your child's chance of success.

## End of Term Four – Student Reports

Full students reports are issued at the end of term four. These are detailed written reports that provide graded assessments of all subjects that a student studies in semester two.

In conjunction with all of the above, parents are welcome to contact the relevant Home Group teacher and/or the Level Coordinator at any time during the year regarding the progress or wellbeing of their child.

# YEAR 8 & 9 CURRICULUM OUTLINE

*(Please also refer to the Curriculum Grid on the next page)*

Montmorency Secondary College provides a contemporary student-centred, diverse curriculum program that embeds the curriculum essentials and gives students considerable choice. Support for this approach is strong and students, staff and the school community have responded to it with enthusiasm and purpose.

The curriculum runs on a two-week timetable with twenty-five, 58 minute periods per week. The school day starts at 8.55 am with a 10 minute home group. A Home Group system runs across the college from Year 7 to Year 12.

## Essential Learning Standards (AusVELS)

The Essential Learning Standards describe what is essential for students to achieve from Years Prep to 10 in all Australia. They provide a whole school curriculum planning framework that sets out learning standards that schools use to plan their teaching and learning programs, including assessment and reporting of student achievement and progress.

The Standards are based on the best practice in all schools, national and international research and widespread consultation with school communities, educators, professional associations and community groups. The Standards provide the means for all Australian schools to use the best curriculum thinking to better prepare students for success at school and beyond.

## Year 8 & 9 Curriculum

Students in Year 8 and 9 are separated in year levels for their core curriculum but they come together for ten periods per fortnight in learning unit elective blocks. This arrangement allows students at these levels to have some say in their learning schedule and has resulted in increased engagement and satisfaction with schooling in their “middle years”. The “vertical blocking” of Year 8 & 9 students for elective learning units has been carefully evaluated and endorsed by students, parents and staff. The learning unit blocking has the added advantage of allowing students to tailor their course towards areas of interest and/or special talent.

Year 8 & 9 students learn in year level specific home groups for their core subjects. These address the curriculum essentials and run all year. The core subjects are as follows:

**Mathematics** – 8 periods per fortnight;

**English** – 8 periods per fortnight;

**Science** – 6 periods per fortnight;

**Humanities (History/Geography)** – 6 periods per fortnight;

**Physical Education/Health** – 6 periods per fortnight;

**Year 9 Endeavour Program or LOTE (Japanese/French)** – 6 periods per fortnight.

Year 8 & 9 students then come together in vertically-blocked elective learning units for the remainder of the fortnight. There are some guidelines to ensure that each student covers a range of learning areas in their choices, but the number of units offered is extensive. Students in Year 8 can choose four semester-length elective units in the year – two of which are guided (for curriculum breadth) and two of which are “free” choices. Students in Year 9 have similar choice options.

It is worth noting that students who have an interest in Mathematics, Science or English can elect to do extra studies in these areas in the elective blocks. The **Montmorency Secondary College Challenge Program** includes the provision of extension units in the Year 8/9 elective blocks. The extension units on offer are **Challenge Maths**, **Challenge English** and **Challenge Science**. *Entry into these units will be by invitation only based on student academic results in the previous semester or year in the relevant subject.* The Challenge units will be specifically designed to extend student understanding and appreciation of the subject area involved and further develop their higher order thinking skills. Selected students will be invited to accept up to two Challenge semester-length units per year at both Year 8 and Year 9.

The College also provides structured opportunities within the Year 8/9 elective framework for students who need extra assistance with English and Mathematics to improve their skills by running the subjects, **Bridging English** and **Bridging Maths**.

In Term 3, Year 7 students are issued a Year 8 & 9 Handbook that outlines the curriculum program on offer and the guidelines that are in place. This documentation guides student choice of Year 8 elective learning units. Students enter choices on-line by computer at school. Year 8 students also choose their preferred Year 9 electives at this time. The data relating to student preferences is collated and used by the school to make decisions about forming classes for the following year.

# LEARNING UNIT GUIDELINES

Students in Year 8 have access to four semester-length elective learning units over the year. Students in Year 9 have the same number of choices. All learning units in the elective blocks run for 5 periods per fortnight for a semester.

**Students need to meet the following curriculum guidelines in their choice of elective learning units:**

## Year 8

1. Students entering Year 8 should keep in mind this is a 2 year program although they will be choosing Learning Units one year at a time.
2. Students at Year 8 must choose at least one elective Learning Unit from each of the non-core VELs domains of *The Arts* and *Design, Creativity & Technology*.
3. The remaining two choices are “free” but students are not allowed to choose more than two (2) learning units from any learning area sub-grouping in any one year (e.g. A maximum of 2 Food Studies units in a year).
4. Students invited into, and accepting entry into, Challenge Units still need to choose one elective Learning Unit from each of the non-core VELs domains of *The Arts* and *Design, Creativity & Technology*. The Challenge Units are included in their “free” choices.

## Year 9

1. Students at Year 9 must choose at least one elective Learning Unit from each of the non-core VELs domains of *The Arts* and *Design, Creativity & Technology*.
2. The remaining two choices are “free” but students are not allowed to choose more than two (2) learning units from any learning area sub-grouping in any one year (e.g. A maximum of 2 Art units in a year).
3. Year 9 students choose either to continue with their LOTE studies **OR** participate in the Endeavour Program.
4. Students invited into, and accepting entry into, Challenge Units still need to choose one elective Learning Unit from each of the non-core VELs domains of *The Arts* and *Design, Creativity & Technology*. The Challenge Units are included in their “free” choices.

The strength of this structure is that it allows students to do more of what they like as long as they meet the school’s requirements that ensure that all students maintain a broad learning experience.

### Example of a Year 8 Course

<b>CORE</b> (# 58 minute periods per week)		<b>Elective Units - Sem 1</b> (2.5 periods per week each)	
English	4	The Arts – Photography	<input checked="" type="checkbox"/>
Maths	4	Maths – Yr 8 Challenge Maths (if invited)	
Science	3		
Humanities	3		
PE/Health	3		
LOTE (Japanese or French)	3		
<b>Total</b>	<b>20 periods per week</b>	<b>Elective Units - Sem 2</b> (2.5 periods per week each)	
		Design, Creativity & Technology - Textiles	<input checked="" type="checkbox"/>
		The Arts – Music	

minimum requirement (At least one unit from *The Arts* and at least one from *Design, Creativity & Technology*)

### Example of a Year 9 Course

<b>CORE</b> (# 58 minute periods per week)		<b>Elective Units - Sem 1</b> (2.5 periods per week each)	
English	4	The Arts – Animation	<input checked="" type="checkbox"/>
Maths	4	ICT – Information Technology 1	
Science	3		
Humanities	3		
PE/Health	3		
LOTE or Endeavour	3		
<b>Total</b>	<b>20 periods per week</b>	<b>Elective Units - Sem 2</b> (2.5 periods per week each)	
		Design, Creativity & Technology - Metal	<input checked="" type="checkbox"/>
		Food Studies - Fabulous Foods	

minimum requirement (At least one from *The Arts* and at least one from *Design, Creativity & Technology*)

## MSC YEAR 7-9 CURRICULUM GRID

(10 day timetable – 25 periods per week @ 58 mins)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Year 7</b>	English				Maths				Humanities Geog/Hist			Science (5 periods per 10 day cycle)		LOTE (5 periods per 10 day cycle)		PE		Wood/ Metal		Art/ Ceramics		Music		HHR/Pastoral Care	
																		Food Studies		VCD		Drama			

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Year 8</b>	English				Maths				Science			History		PE/Health		LOTE		Elective Learning Unit 1		Elective Learning Unit 2					
												Geography		PE/Health		LOTE		Elective Learning Unit 3		Elective Learning Unit 4					
<b>Year 9</b>	English				Maths				Science			History		PE/Health		LOTE or Endeavour		Elective Learning Unit 1		Elective Learning Unit 2					
												Geography		PE/Health		LOTE or Endeavour		Elective Learning Unit 3		Elective Learning Unit 4					

**Notes:**

1. Students at Year 8 & 9 must choose at least one elective Learning Unit each year from the non-core VELS domains of *The Arts and Design, Creativity & Technology*.
2. Student may choose no more than two (2) learning units from any learning area sub-grouping in any one year (e.g. A maximum of 2 Food Studies units).
3. Challenge Units run in the elective block. Entry into these units is by invitation only based on student academic results in the previous semester or year in the relevant subject.
4. Students in Year 9 choose to continue with a language (Japanese or French) with a view to doing it in VCE **or** they participate in the Endeavour Program.



## ENGLISH – YEAR 8

### Course Outline

This course aims to develop students' interest and skills in literature, language and literacy. Students write for a range of different purposes and audiences, utilising technology to help them effectively edit and present their finished work. Teachers aim to encourage students to enjoy reading and to understand and respond analytically and creatively to what they have read. Several text types - novels, plays, films, poetry - will be studied by the whole class, but wide-reading is also encouraged, to enhance students' independent reading habits. Oral and group activities provide opportunities for students to develop their confidence and skills in speaking and listening. All students participate in the Year Eight Public Speaking Competition. Students will also be introduced to language analysis concepts through a study of a range of persuasive language devices.

### Assessment

An assessment will be made for all the following areas of study within the English course:

1. Writing Folio
2. Text Response
3. Oral Presentation

### Homework

There is always English homework in the form of reading - either wider reading or reading of class novels. Assignments and writing projects must be completed at home. In addition, class teachers will set specific grammar and spelling homework tasks from the prescribed text book.

## ENGLISH – YEAR 9

### Course Outline

This course aims to further develop students' interest and skills in literature, language and literacy. Students write for a range of different purposes and audiences, utilising technology to help them effectively edit and present their finished work. Teachers aim to encourage students to enjoy reading and to understand and respond analytically and creatively to what they have read. Several text types - novels, plays, films, poetry, multimodal - will be studied by the whole class, but wide-reading is also encouraged, to enhance students' independent reading habits. Oral and group activities provide opportunities for students to develop their confidence and skills in speaking and listening. Students will also study issues presented in the media and will build on the concepts of language analysis introduced in Year Eight.

### Assessment

An assessment will be made for all the following areas of study within the English course:

1. Writing Folio
2. Text Response
3. Oral Presentation

### Homework

There is always English homework in the form of reading - either wider reading or reading of class novels. Assignments and writing projects must be completed at home. In addition, class teachers will set specific grammar homework tasks from the prescribed text book.

# MATHEMATICS – YEAR 8

## Course Outline

This course builds on concepts and skills learned in Year 7. Students are introduced to a range of new mathematical processes and concepts as well as revising some material already covered.

In line with the Victorian Essential Learning Standards, topics covered are:

### Number

- Fractions & Decimals
- Directed Numbers
- Percentage, Ratio and rates

### Structure

- Algebra
- Equations
- Set Theory

### Space

- Geometry
- Transformation & Tessellation
- Coordinates and Graphs
- Networks

### Measurement, Chance and Data

- Probability
- Data and Graphs
- Measurement

### Working Mathematically

#### A range of tasks which incorporate:

- Thinking skills
- Technology
- Problem Solving

## Assessment

A range of assessment tasks will be set by the teacher. Students will receive feedback on the level of performance on each task. Assessment activities can include:

- Class Tests
- Investigative Projects
- Problem Solving tasks
- Homework activities

Additional information will be provided regarding each student's progress with respect to the Victorian Essential Learning Standards (VELS).

## Homework

Students will be expected to regularly complete homework set from the text book or on homework sheets. Students are expected to initiate their own homework too, by way of review and practice of the work covered in class.

# MATHEMATICS – YEAR 9

## Course Outline

This course revises and extends the Year 8 Maths course in a number of areas and introduces other important new topics and concepts which are developed further in later years.

In line with the Victorian Essential Learning Standards, topics covered include :

### Semester 1

Pythagoras' Theorem  
Algebra  
Measurement  
Indices

### Semester 2

Linear Equations & Graphs  
Consumer Arithmetic  
Trigonometry  
Space  
Algebra

Throughout the course, emphasis will be placed on everyday applications to problem solving tasks associated with the topics taught.

## Assessment Areas

A range of assessment tasks will be set by the teacher. Students will receive feedback on the level of performance on each task. Assessment activities can include:

- Class Tests
- Investigative Projects
- Problem Solving tasks
- Homework activities
- Multiple topic tests

Assessment will also contain information on the progress of each student within the various dimensions in the Victorian Essential Learning Standards (VELS).

## Homework

Students will be expected to regularly complete homework set from the text book or on homework sheets. Students are expected to initiate their own homework too, by way of review and practice of the work covered in class.

# SCIENCE – YEAR 8

## Course Outline

The course consists of both theoretical and practical work. The topics have been chosen to meet all outcomes in the Science Domain of the Australian Curriculum of:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Other domains that are focussed on are:

- Visual Thinking
- Creativity
- Communicating

## Core Topics

All students complete the following core topics:

- Life under a microscope
- Functioning organisms
- Making things happen
- The nature of matter
- Making new substances
- The changing Earth

Students are expected to follow safety rules, to be able to co-operate in small and large groups and complete all work requirements. The students are encouraged to relate the theory to practical everyday life to help them understand the role of Science in our lives.

## Classwork

Maintaining a workbook that includes the writing up of class notes, set exercises and practical sessions.

Undertaking experiments and practical work.

Co-operating in group work.

## Assessment

Grades are awarded to reflect the level of performance in

- Topic tests
- Poster/Assignments
- Class exercises
- Practical reports

## Homework

Completion of classwork is expected as well as set work or revision to about half an hour per week.

# SCIENCE – YEAR 9

## Course Outline

The course consists of both theoretical and practical work. The topics have been chosen to meet all outcomes in the Science Domain of the Australian Curriculum of:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Other Domains that are focussed on are:

- Visual Thinking
- Creativity
- ICT
- Communicating

## Core Topics

All students complete the following core topics. These are:

- Nature and philosophy of science
- Inside the atom
- Chemical change
- Systems of life
- Responding to the world
- Movements on the Earth's surface
- Energy on the move

Students are expected to follow safety rules, to be able to co-operate in small and large groups and complete all work requirements. The students are encouraged to relate the theory to practical everyday life to help them understand the role of Science in our lives.

## Classwork

Maintaining a workbook that includes the writing up of class notes, set exercises and practical sessions.

Undertaking experiments and practical work.

Co-operating in group work.

## Assessment

Grades are awarded to reflect the level of performance in

- Topic tests
- Poster/Assignments
- Class exercises
- Practical reports

## Homework

Completion of classwork is expected as well as set work or revision to about an hour per week.

# HUMANITIES (GEOGRAPHY & HISTORY) – YEAR 8

*Domain: Humanities*

*Learning Area: Geography*

## GEOGRAPHY: LANDFORMS AND LANDSCAPES / CHANGING NATIONS

### Course Outline

The Year 8 curriculum provides students with opportunities to further develop their understanding of place, space and environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

### Main Areas of Study

The Year 8 Curriculum looks at:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect people's lives?
- What are the consequences of changes to places and environments and how can these changes be managed?

### Assessment

Research Tasks, Project, Classwork, Tests

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*Domain: Humanities*

*Learning Area: History*

## HISTORY: THE ANCIENT TO THE MODERN WORLD

### Course Outline

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

### Main Areas of Study

- Western and Islamic World
- The Asia-Pacific World
- Expanding contacts

### Assessment

Class work, Document Analysis, Research Report

# HUMANITIES (GEOGRAPHY & HISTORY) – YEAR 9

Domain: Humanities

Learning Area: Geography

## GEOGRAPHY: BIOMES AND FOOD SECURITY / GEOGRAPHIES OF INTERCONNECTIONS

### Course Outline

The Year 9 curriculum provides students with opportunities to further develop their understanding of **place, space and environment, interconnection, sustainability and change** and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

### Main Areas of Study

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments

### Assessment

Class work, Document Analysis, Research Report

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Domain: Humanities

Learning Area: History

## HISTORY: THE MAKING OF THE MODERN WORLD

### Course Outline

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

### Main Areas of Study

- Making a Better World?
- Australia and Asia
- World War 1

### Assessment

Class work, Research Report, Document Analysis and an Essay

## PHYSICAL EDUCATION – YEAR 8

### Course Outline

This course aims to improve students' motor skill performance, their physical fitness and ability to participate in cooperative and competitive activities, adopt different roles in a group, as well as learn different strategies in team games. Students will also evaluate their own performance and the performance of others.

### Program

All students must have a PE uniform and are expected to change into the uniform each lesson.

Activities covered include:

- Athletics
- Baseball/Softball
- Basketball
- Hockey
- Cross Country
- Badminton
- Tennis
- Cricket
- Netball
- Volleyball
- Gymnastics
- Dance
- Fitness
- Football
- Soccer

### Assessment

Students are assessed in relation to Movement and Physical Activity using the following criteria:

- Skill development
- Skill application
- Physical fitness
- Participation/Attitude

## PHYSICAL EDUCATION – YEAR 9

### Course Outline

This course aims to improve students' motor skill performance, their tactical decision making, their ability to socially interact with other members of the class and their sense of fair play. It also aims to promote the importance of physical fitness and the need to include fitness as a positive lifestyle habit. Students are also encouraged to work cooperatively in team situations and develop an awareness of how to position themselves appropriately during a variety of games.

### Classwork

Movement and Physical Activity: Students participate in a broader range of physical activities, skills, and games, than in previous years. There is also some revision of selected activities, chosen in consultation with students. They will also be encouraged to participate in class activities and develop an ability to evaluate their performance and that of other people.

All students must have a PE uniform and are expected to change into the uniform each lesson.

The core activities covered include:

- Fitness assessments
- Self-defence (depending on availability of a suitable instructor)
- Archery
- Soft lacrosse
- Indoor soccer/hockey/cricket
- Minor games
- Aerobics
- Gridiron/touch rugby
- Weight training/Fitness
- Gymnastics/dance

### Assessment Areas

Students are assessed in relation to Movement and Physical Activity using the following criteria:

- Participation
- Skill development and application
- Fitness level



# FRENCH YEAR 8

*Domain: LOTE*

*Learning Area: French*

## Course Outline

In this unit, the focus will be on communicative skills to enhance the student's ability to speak, read and write French. The students will continue to develop their skills through role-plays, games, and the study of film clips, songs and short drama performances. The language content aims to prepare students for vocational and leisure based activities, eventual travel or contact with the French communities.

## Main Areas of Study – Semester 1

Medieval French History  
French Castles  
Family and Self  
Moliere

Prominent French Chefs  
Ordering a meal  
Shopping for Food  
Leisure activities

## Main Areas of Study – Semester 2

Iconic French Songs  
Invitations  
Celebrities  
Places and Directions

My city  
French Explorers  
Holidays and Weather

## Assessment

Role plays, Drama performances, Reading, writing and listening tasks and Research tasks.

# FRENCH YEAR 9

*Domain: LOTE*

*Learning Area: French*

## Course Outline

Year 9 French allows students to continue to develop and enhance their French language skills through hands-on activities such as listening comprehensions, role plays, drama performances, cooking and the manipulation of previously learnt language. Students also develop a wider understanding of the culture of French speaking communities through investigative projects and the viewing of French films.

Prerequisite: Year 8 French

## Main Areas of Study – Semester 1

The Film Industry  
Shopping for Clothes  
The World of Fashion

Prominent French Fashion Designers  
The French Speaking Communities  
Paris-Dakar Race

## Main Areas of Study - Semester 2

Paris: the city and its history  
Transport  
French cinema  
The World of Work

Attraction Parks  
Special Events, Festivities  
The Plague  
The French Revolution

## Assessment

Role plays, Drama performances, Reading, writing and listening tasks and Research tasks

# JAPANESE YEAR 8

Domain: LOTE

Learning Area: Japanese

## Course Outline

This course will further develop the basic language skills introduced in Year 7. Students will learn to talk about their everyday life in more detail. Students will also learn about life and customs in Japan by undertaking research assignments. The Hiragana script will be fully introduced for reading and writing, with approximately 15 basic Kanji characters also being introduced for the purpose of recognition. Students considering continuing their language study throughout secondary schooling are strongly recommended to take the four sequential units in order to be adequately prepared for the Year 10 and VCE Japanese courses. Year 8 Japanese may be taken by any student, regardless of their language study in Year 7.

## Main Areas of Study – Semester 1

- Topics include greetings, etiquette expressions, the exchange of personal information such as name, age, address, telephone numbers, birthday
- Hiragana script and basic Kanji characters
- Research projects

## Main Areas of Study – Semester 2

- Topics include sports, food and drink, school subjects, leisure activities
- Hiragana script and basic Kanji characters
- Research projects

## Assessment

- Listening skills
- Speaking skills
- Reading skills
- Writing skills
- Workbook
- Research projects

# JAPANESE YEAR 9

Domain: LOTE

Learning Area: Japanese

## Course Outline

The Year 9 Japanese course continues to develop the listening, speaking, reading and writing skills acquired in Year 8. Students learn to talk about their everyday life. Students will also learn about life and customs in Japan by undertaking cultural and language assignments. All Katakana script will be introduced for reading and writing. Approximately 50 Kanji characters will be introduced, with emphasis being on their recognition.

Students are strongly recommended to study Japanese in both years 8 & 9 to be effectively prepared for the Year 10 and VCE Japanese course.

## Main Areas of Study – Semester 1

- Topics include Having Fun, Leaving and Returning and Inside the Classroom.
- The Katakana script is introduced.
- Cultural studies

## Main Areas of Study – Semester 2

- Topics covered this semester include Food, Sport and Languages and Nationalities.
- While the correct use of Hiragana is consolidated, Katakana is fully introduced for reading and writing words of non-Japanese origin.
- Some basic Kanji are also introduced, mainly for their recognition.
- Cultural studies

## Assessment

- Listening skills
- Speaking skills
- Reading skills
- Writing skills
- Workbook
- Research projects

# ENDEAVOUR PROGRAM – YEAR 9

This program has been designed to ready the students for their lives as young adults and positive members of the community they will live in and work in. Students are encouraged to manage their own learning, become young leaders and team players. Activities foster team building, communication and strategic thinking skills.

The Endeavour Program is built on a series of challenges and covers following format:

## Semester One:

- Personal Development and the future: Understanding how individual characteristics such as interests, skills, values, beliefs and attributes contribute to achieving personal, social, educational and professional goals.
- M.I.Ps & Careers management – getting students to think about their future pathways.
- Melbourne as part of the Global Village: a multi-disciplinary approach to the fabric of our city in preparation for the City Experience project in week 9. An investigative multi-media folio based approach... Looking at Why, How, When and Who... Exploring the ... history, geography, technology and art of our city.
- City Challenge: Students are involved in an investigation centred on the City of Melbourne culminating in a week long investigation of the city. While in the city, students complete a range of activities, together with research of their topic. It is expected that students will present their findings at an expo evening during term.

## Research questions include:

- *What is a liveable city? Why does Melbourne deserve to be considered one of the world's most liveable cities?*
- *How do big cities ensure they survive as a result of the 'urban sprawl'?*
- *What sense of community do you get when you visit the City?*
- *Melbourne has been labeled the 'café city' / 'fashion capital' / 'cultured capital / sports capital etc'. What evidence is there to prove these? (choose one or more)*

## Semester Two:

- Being part of our community: Artistic, Social or Community Challenge.
- Making a Difference: This program enables students to choose to develop an interest and focus it on an aspect of social change or social values; one potentially benefiting the whole community.
- Managing Individual Pathways (MiPs) and getting ready for Year 10 Work Experience
- Getting ready for Senior School – expectations, study habits, career information

## Assessment

Includes: Journal reflections, research and investigation activities, oral/audio visual presentations

## YEAR 8 AND 9 ELECTIVE LEARNING UNITS LIST

Learning Area	Name
English	DEBATING
Food Studies	CELEBRATION FOODS
Food Studies	FABULOUS FOOD
Food Studies	FUN FOOD
Metalcraft	JEWELLERY MAKING AND DESIGN
Metalcraft	METAL
Textiles	FABRIC, DESIGN AND DECORATION
Textiles	FABRIC, CONSTRUCTION AND DESIGN
Textiles	TOYMAKING
Woodwork	WOOD: CARPENTRY
Woodwork	WOOD: CABINETMAKING
Business Studies	LET'S DO BUSINESS
Information Technology	INFORMATION TECHNOLOGY
Information Technology	GAME DESIGN & CREATION
Outdoor Education	OUTDOOR EDUCATION
Dance	DANCE
Drama	DRAMA
Media	ANIMATION
Media	MEDIA STUDIES
Media	INTRODUCTION TO PHOTOGRAPHY
Music	MUSIC 1
Music	MUSIC 2
Visual Arts	ART 1: DRAWING AND PAINTING
Visual Arts	ART 2: CERAMICS & SCULPTURE
Visual Communication	VCD 1- DRAWING & DESIGN
Visual Communication	VCD 2 - DESIGN FOR LIVING

# DEBATING

*Domain: English*

*Learning Area: English*

## Course Outline

Debating provides students with the opportunity to consolidate their verbal communication skills as part of the College's interschool debating team. Students will develop necessary skills for successful debate, such as model making, thematic rebuttal and substantive argument development as well as practising presentation skills such as eye contact, gesture, emphasis and intonation, which are used to enhance the impact of their communication.

Students will work in teams in class to research topics as set by The Debater's Association of Victoria and then prepare their speeches in readiness to compete in this interschool competition. In addition to formal debating skills, students will also learn how to time-keep, giving them further opportunities to support their team and participate in the programme.

## Main Areas of Study

- Topic Research
- The Role and Rules of Debating
- Speech Structure
- Oral Presentation skills

## Assessment

- Participation in Topic Research
- Debating
- Portfolio
- Personal Reflection

# CELEBRATION FOODS

*Domain: Design, Creativity & Technology*

*Learning Area: Food Studies*

## Course Outline

Food is integral to socialising and celebrating. Student explore this application through researching, designing and preparing a range of exciting, delicious and diverse products, which may include: a decorated fruit cake, party food, chocolate work and food as gifts. Each project will be evaluated according to criteria developed through a design brief. The focus of this unit is on the production of high quality food products.

## Main Areas of Study

- The Technology Process
- The social context of food and its relevance for celebration
- Celebration traditions and customs
- Criteria for food selection

## Assessment

- Research
- Design
- Production
- Evaluation Exercises

# FABULOUS FOOD

*Domain: Design, Creativity & Technology*

*Learning Area: Food Studies*

## Course Outline

Be amazed at the variety of foods available to prepare fabulous, well balanced, healthy meals and snacks. Here we explore foods in the context of our eating habits and meal patterns. Criteria for food selection, preparation and presentation for breakfast, lunch, dinner and snacks will be developed, produced and evaluated through the Design Process. The focus of this unit is on the production of high quality food products.

## Main Areas of Study

- Eating habits and meal patterns in our community
- Criteria for selection of food for breakfast, lunch, dinner and snacks
- Production and presentation processes and techniques

## Assessment

- Research
- Design
- Production
- Evaluation Exercises

# FUN FOOD

*Domain: Design, Creativity & Technology*

*Learning Area: Food Studies*

## Course Outline

Do you dream of being fit and healthy? Here we examine our body's need for energy and prepare a range of delicious foods including pastas, risottos, slices and stir fries that will contribute to a well-balanced diet. Students explore and investigate the role of essential nutrients for optimum health and wellbeing. The focus of this unit is on the production of high quality food products.

## Main Areas of Study

- What is energy? How is it produced in the body?
- Identification of energy-rich foods
- Food preparation techniques to enhance energy production
- Relationships between fitness and health

## Assessment

- Research
- Design
- Production
- Evaluation Exercises

# JEWELLERY MAKING & DESIGN

*Domain: Design, Creativity & Technology*

*Learning Area: Metalcraft*

## Course Outline

An introduction to jewellery and jewellery making with an emphasis on metal. Students work in both theoretical and practical areas. In practical areas, students will make a range of projects, including bangles, pendants, jewellery boxes, earrings and rings. They will use a variety of processes and materials to produce these projects. Students are introduced to aspects of metal shaping, fabrication, etching and the safe use of tools and equipment. Students work through a design brief, including considerations and constraints. They will research and explore ideas for projects and keep a journal of designs.

## Main Areas of Study

- Working with metal
- Designing and making
- Metal fabrication
- Safety in the workshop

## Assessment

- Producing
- Analysing and Evaluating
- Work Book Activities

# METAL

*Domain: Design, Creativity & Technology*

*Learning Area: Metalcraft*

## Course Outline

This course builds on the skills developed in Year 7 Materials Technology. Students work on both practical and theoretical areas. In practical areas, students will make a range of products including a drink coaster, vessel, wall brackets and key tag using a variety of processes and materials. Students are introduced to aspects of metal shaping, fabrication, hollowing, metal forming, sheet metal bending and the safe use of tools and equipment. Students will develop a design brief, including considerations and constraints. Ideas will be brainstormed and a preferred option will be selected. They will then investigate and test materials used. Students will become confident in keeping a journal, recording modifications and evaluating the product. There may be additional costs associated with this subject dependent on the size and complexity of the project chosen.

## Main Areas of Study

- Investigating and designing
- Producing
- Analysing and evaluating

## Assessment

- Design Brief
- Production
- Material Testing and Investigation
- Analysis and Evaluation

# FABRIC, DESIGN AND DECORATION

*Domain: Design, Creativity & Technology*

*Learning Area: Textiles*

## Course Outline

Students explore a range of decoration techniques and develop a folio of samples. One of these techniques will then be further explored and applied to a production item. The course may cover hand and machine work and students will have some personal choice of the technique and/or the production item selected.

## Main Areas of Study

- Silk painting
- Stencilling
- Disperse Dye
- Marbling
- Patchwork
- Machining

## Assessment

- Sample Folio
- Production Items

# FABRIC CONSTRUCTION AND DESIGN

*Domain: Design, Creativity & Technology*

*Learning Area: Textiles*

## Course Outline

In this course, individual design applications will be explored and practised through a range of projects. These may involve machine sewn articles, such as a tote bag, pencil case and simple garments, as well as some hand sewn items. Each will be developed through a design brief. Various decorative elements will enhance this work to create practical and distinctly individual pieces.

## Main Areas of Study

- Development of hand and machine sewing skills
- Design elements and applications
- Decorative finishes

## Assessment

- Logbook
- Production Items

# TOYMAKING

*Domain: Design, Creativity & Technology*

*Learning Area: Textiles*

## Course Outline:

By making a range of fabric toys, which may include miniature footballs, stuffed animals and dolls, students will explore textiles through the Design Process. This work will mainly involve the learning and practice of machine sewing skills, and to a lesser degree, hand stitching. Individuality will be encouraged through the development of a design brief, the selection of materials and patterns, and extra design elements incorporated into the projects.

## Main Areas of Study:

- Development of machine sewing skills
- Pattern cutting
- Selection of materials
- Finishing techniques

## Assessment

- Logbook
- Production Items



## WOOD: CARPENTRY

*Domain: Design, Creativity & Technology*

*Learning Area: Woodwork*

### Course Outline

This carpentry unit will focus on the skills, tools and techniques used in the building and construction industry. Students will gain knowledge and experience in cutting, joining, and fixing joints in wood to make scaled models as well as terminology and techniques used in door, window and stair making. It will provide a sound basis for students thinking about a career in the building and related industries.

### Main Areas of Study

- Reading plans
- Basic joint construction for houses and structures
- Safety in the workshop

### Assessment

- Practical projects
- Workbook - designs and theory

## WOOD: CABINETMAKING

*Domain: Design, Creativity & Technology*

*Learning Area: Woodwork*

### Course Outline

This cabinet making unit will introduce students to the fine skills and techniques used in the cabinet and furniture making industry. Students will learn how to make dovetail, dowel, box and mortice & tenon joints using hand skills, progressing to the use of power tools and jigs. They will carry out finishing techniques to produce high quality finishes to their work. This unit will serve as an introduction to the discipline of cabinet making and design.

### Main Areas of Study

- Joint construction for simple furniture
- Safety in the workshop
- Producing Varnished and water based finishes

### Assessment

- Practical projects
- Workbook - designs and theory

## LET'S DO BUSINESS

*Domain: Humanities*

*Learning Area: Business Studies*

### Course Outline

What are the skills you need to develop and run a business? Why are successful businesses good for our local community and for Australia? Students will investigate businesses to see how businesses work and what makes businesses successful. In a hands-on component students will develop their individual enterprise skills by setting up and running their own small business activities. Students will also learn about the Australian Economy and basic economic principles.

### Main Areas of Study

- Economics: Understanding how the economy operates
- Investigating businesses: How they work and what makes a business enterprise successful
- Developing Enterprise Skills: Entrepreneurs & Innovators, developing your enterprise skills and planning a business activity

### Assessment

- Research Project (An Enterprising Person) and Oral Presentation
- School Based Business Activity
- Enterprise Skills Journal

# INFORMATION TECHNOLOGY

*Domain: Information & Communications Technology*

*Learning Area: Information Technology*

## Course Outline

Information Technology: Communicating and Creating

As part of a 'hands on' program, students will gain experience in processing and manipulating data and information to create solutions to problems. Students will learn about ICT styles and conventions when creating products that communicate to people at school, at home and in the workplace (multimedia presentations, web pages, spreadsheets, email and collaborative working). They will be given the opportunity to develop an understanding of the development of computer systems over time, as well as gain an insight into basic Web development, coding and how communication using technology has impacted on our society.

## Main Areas of Study

- ICT for creating
- ICT for communicating
- Investigating and designing
- Analysing and evaluating

## Assessment

- Electronic Portfolio showcasing completed tasks
- Research activities and assignments
- Collaborative team projects

# GAME DESIGN & CREATION

*Domain: Information & Communications Technology*

*Learning Area: Information Technology*

## Course Outline

Information Technology: Thinking and Presenting

In this unit, students will look at the history of games development, investigate design characteristics and learn how to use game maker, game salad, kudos and app inventor to design and create basic mobile games. ICT can be used to develop a deeper understanding of issues and topics related to their studies. Students will also be given the chance to specialise in an area of interest, and this may include extra research or using different presentation software or programming.

## Main Areas of Study

- ICT for creating
- ICT for communicating
- Investigating and designing
- Analysing and evaluating

## Assessment

- Electronic Portfolio showcasing completed tasks
- Research activities and assignments
- Collaborative team projects

# OUTDOOR EDUCATION

*Domain: Health & Physical Education*

*Learning Area: Information Technology*

## Course Outline

This course aims to introduce students to a wide variety of outdoor activities that can be undertaken in our local area and natural areas throughout Victoria. Students will be offered the opportunity to participate in these adventure and recreational activities, which will challenge their capabilities and increase their knowledge of the unique environments they visit and the flora and fauna found there.

These pursuits can give students the chance to learn more about themselves, develop teamwork and relationships with other students and learn about our unique Victorian environments and the plants and animals.

This course will focus on students developing knowledge and skills in a number of areas including: Outdoor Skills, First Aid and Survival, Safety in The Outdoors, Mapping, Menu Planning, Cooking, Orienteering, Initiative Activities, Bushwalking, Navigation, Camping, Campcraft, Cycling, Environmental Issues and Minimal Impact Practices.

## Main Areas of Study

- Native Animal Assignment
- Oral Presentation on a Natural Place
- Teaching Peers an Outdoor Skill
- Outdoor Activities Log Book

## Assessment

- Safety In The Outdoors
- Bushwalking, Orienteering, Cycling
- Trangia Cooking
- Camping

# DANCE

*Domain: The Arts*

*Learning Area: Dance*

## Course Outline

This course will explore different styles of dance such as jazz, hip hop, contemporary and music theatre. Students will create some of their own dances and perform their own work to demonstrate their skills utilising different styles and abilities. Students will be required to study the history of dance and the work of some of the most influential dancers of the century.

Students will also study all forms of dance and focus on one style to produce a whole group dance which will be performed to an audience.

## Main Areas of Study

- Dance styles
- History of Dance

## Assessment

- Participation in practical dance classes
- Group Ensemble Performance
- Solo Choreography Assessment
- Group Choreography Assessment
- Research Project – My Favourite Dancer

# DRAMA

*Domain: The Arts*

*Learning Area: Drama*

## Course Outline

This course will explore the history of performance, with a focus on contemporary Australian and International work. It will include a range of styles from comedy, dramatic, action, classical to musicals.

Students will learn about different theatres and styles through a research project, create and present a diorama. They will also be introduced to the idea of Stagecraft and explore lighting, costume, make-up and props. Students will be required to engage with the creative and dramatic process involved with productions.

## Main Areas of Study

- Theatrical styles and conventions
- Expressive skills
- Stagecraft
- Journal, including script development, self evaluation and analyses

## Assessment

- Participations in all activities
- Solo story telling
- Contribution to course productions
- Research assignment and diorama

# ANIMATION

*Domain: The Arts*

*Learning Area: Drama*

## Course Outline

This unit covers the basics of animation beginning with a short history of animation, and includes a mix of practical exercises and film/media studies (e.g. "The Simpsons", and an animated feature film) to understand a variety of techniques and styles used to communicate ideas. Students will explore and respond to different animation products and also be required to use and develop their imagination to create a folio of animated pieces from PowerPoint, to Gif animation (web style) and stop motion animation.

## Main Areas of Study

- PowerPoint
- Gif and digital animation
- Television studies
- Development of animation

## Assessment

- Practical exercises
- Class work
- Folio
- Research essay

# MEDIA STUDIES

*Domain: The Arts*

*Learning Area: Media*

## Course Outline

This unit will introduce students to the study of aspects of Mass Media. Students will view feature films, television shows and visual advertising to learn how various elements are combined to present a story and influence our culture. The focus of the course is to develop an understanding of how the idea of Narrative and Influence is constructed in various forms of the Media. Students will gain experience in making their own media products. They will plan, produce and evaluate media images (eg photographs, video, multimedia) for an audience. Students will develop the practical skills required to make a short film or extended multi-media presentation.

The world we see in various media forms has been constructed in a way to present a particular point of view. Students will explore this concept by viewing samples as well as making their own. Working individually and collaboratively students will create and produce media works that demonstrate their understandings of key media concepts and technical expertise.

This subject leads on to further studies in Year 10 and VCE.

## Main Areas of Study

- How characters are portrayed
- How a story is told visually
- How media/filmmakers convey values and issues
- The basic skills of a using photographic or video cameras and computers (iPads) to create their own media product.
- How to develop a script and storyboard
- Basic Editing techniques

## Assessment

- Students will submit two written assignments and two production exercises.
- Students will complete production exercises that demonstrate understanding of the skills and techniques of basic, individually negotiated media production.

# INTRODUCTION TO PHOTOGRAPHY

*Domain: The Arts*

*Learning Area: Drama*

## Course Outline

This unit involves a combination of theory and practical work to explore the basics of photography. In addition to learning to use the elements and principles to design interesting photographic compositions, students will investigate some of the major developments in the history of photography and look at some famous photographers. Their practical experience will include producing darkroom photograms, learning to take digital photos, including the exploration of digital camera techniques and photo manipulation using computers with Photoshop. Students will be expected to create a folio of their works and respond to a range of photographic images with written comments. They also take a look at Photojournalism.

## Main Areas of Study

- Care & use of equipment
- Understanding and creative use of the Elements and Principles of design in producing photographs.
- Basic skills development in Photoshop,digital imaging and computer skills
- The history of developments in photography.

## Assessment

- Research
- classwork
- Exploration of photoshop tools undertaking self paced Photoshop tutorials
- Folio of images

# MUSIC 1

*Domain: The Arts*

*Learning Area: Music*

## Course Outline

The aim of this unit is to provide students with a further understanding of music. They will learn about: Contemporary Music and its history, aural skills, basic ensemble and instrumental skills, musical theory, composition and music technology. Students will explore the 1950's and its musical evolution into the music of today. Students will develop the ability to identify chords and scales. They will also build upon their instrumental skills by learning some basic knowledge on guitars, bass, drums and percussion, keyboards and vocals. They will be expected to perform at the end of the semester. The musical theory component will enable students to develop an understanding about melodic and harmonic devices. This unit is designed to lead into Year Ten Music.

## Main Areas of Study

- Practical rehearsals and performance (solo and group)
- Aural and Theory work
- Historical Exploration
- Performance Critique
- Instrumental Development

## Assessment

- Theory & Aural Development (in class)
- Instrumental Performance skills
- Research Assignments
- Class participation & performance

# MUSIC 2

*Domain: The Arts*

*Learning Area: Music*

## Course Outline

The aim of this unit is to provide students with a greater understanding of music. They will learn more about: Aural skills, ensemble and instrumental skills, musical theory, composition and music technology. Students will explore the development and innovations in the last 100 years of music including: Rock'n'Roll and Electronica. Student will be introduced to composition using GarageBand. They will also build further on their instrumental skills by learning more knowledge on guitars, bass, drums and percussion, keyboards and vocals; they will be expected to perform at the end of the semester. The musical theory and aural component will further explore melodic and harmonic devices, and introduce minor tonality. This unit is designed to lead into Year Ten Music and VCE Music.

## Main Areas of Study

- Practical rehearsals and performance (solo and group)
- Aural and Theory work
- Research
- Composition using Music Technology (Software)

## Assessment

- Theory & Aural Test (in class work/computer program)
- Instrumental/Performance skills
- Composition Exercises
- Research Assignments
- Class participation/performance critique

*\* This unit is only available upon successful completion of Music 1 or if students are learning an instrument*

# ART 1: DRAWING AND PAINTING

*Domain: The Arts*

*Learning Area: Visual Art*

## Course Outline

This subject builds on the skills introduced in Year 7. The course covers drawing and painting across a variety of media. Students use starting points to generate and expressively develop their ideas when making and presenting a range of artworks.

A visual diary is used to create a folio of sketches, drawings, explorations and visual research.

Theory is linked to practical work, and students explore a range of art movements, artists, genres and cultures that relate to the artworks they produce in class.

Areas covered in the subject include: Art Elements & Principles, Sketching and Idea Development, Visual Research, Annotation, Artwork Analysis.

Themes may include: Portraits, Landscapes, Art & Abstraction.

## Main areas of study:

- Drawing (Pencil, Pen, Charcoal, Ink, Pastel)
- Painting (Spray paint, Acrylic, Watercolour)
- Australian, Indigenous and international artists and artworks

## Assessment:

- Finished artworks
- Folio
- Artwork analysis

# ART 2: CERAMICS AND SCULPTURE

*Domain: The Arts*

*Learning Area: Art*

## Course Outline

Students explore a variety of materials to create three-dimensional art forms. Students explore themes to generate and expressively develop their ideas when making and presenting a range of artworks.

A visual diary is used for sketches and idea development, drawings, explorations and visual research.

Theory is linked to practical work, and students explore a variety of art movements, artists, genres and cultures.

Areas covered in the subject include: Art Elements & Principles, Sketching and Idea Development, Visual Research, Annotation, Artwork Analysis.

Themes may include: Classical Sculpture, Abstraction and the Figure, Surrealism and Symbolism, Assemblage, Environmental and Land Art.

## Main areas of study:

- Ceramics (Hand-building, Functional vessels, Creative Sculpture, Glazing, Firing)
- Sculpture (Modelling, Carving, Papier-mache, Plaster, Wire, Card, Soap-stone, Found objects)
- Australian, Indigenous and international artists and artworks

## Assessment:

- Finished artworks
- Folio
- Artwork analysis

# VCD 1- DRAWING AND DESIGN

*Domain: The Arts*

*Learning Area: Visual Communication & Design*

## Course Outline

In this subject students develop their skills in drawing as a means of visual communication. Students work on exercises and follow design briefs to generate ideas, develop concepts and create final folio pieces. They use freehand and instrumental drawing techniques to represent their design ideas.

Areas covered include; Design Elements & Principles, The Design Process, Sketching and Concept Development, Typography, Logo design, Cartooning, Toy Design, ICT-based Design, Observational Drawing, Instrumental Drawing.

## Main areas of study:

- Creating and making
- Exploring and Responding

## Assessment:

- Folio of practical work
- Visual Diary
- Exercises and assignments

# VCD 2- DESIGN FOR LIVING

*Domain: The Arts*

*Learning Area: Visual Communication & Design*

## Course Outline

Focus: Unit two aims to develop skills in architectural drawing and rendering.

1. Creating and Making: Students use a number of starting points to generate and develop ideas in two and three dimensional visual communication.. They complete a number of preliminary exercises and develop a range of ideas in their Visual Diaries. They produce final presentations using a variety of media including some use of computer graphic programs.
2. Exploring and Responding: Students learn to identify messages in visual presentations. describing visual communication. They explore ideas in designing spaces using design elements and principles. They also complete a research assignment on an area of design.

## Main Areas of Study

- Creating and Making
- Exploring and Responding

## Assessment

- Exercises and Assignments
- Visual Diary
- Final Pieces



# YEAR 8 AND 9 CHALLENGE LEARNING UNITS

**A select number of students will be invited to choose the following learning units.**

*(please refer to the MSC “Year 8 & 9 Challenge Learning Units” Policy below)*

Domain & Learning Area	Name
English	Challenge English – Year 8
English	Challenge English – Year 9
Mathematics	Challenge Maths – Year 8
Mathematics	Challenge Maths – Year 9
Science	Challenge Science – Year 8
Science	Challenge Science – Year 9

## CHALLENGE ENGLISH – YEAR 8

*Domain: English*

*Learning Area: English*

### Course Outline

Challenge English offers students who are passionate about ideas and language the opportunity to further develop their skills and knowledge in the English Learning Area. Students will be challenged to explore texts in depth through a thematic approach. They will also construct creative and analytical responses which reflect their interpretations of these texts.

This course is available by invitation only, based on an analysis of student academic results and work habits.

### Main Areas of Study

- Text – various text types such as novel, visual text(s) and poetry will be explored
- Language – how writers create meaning

### Assessment

- Text Response
- Writing Folio
- Oral Presentation

## CHALLENGE ENGLISH – YEAR 9

*Domain: English*

*Learning Area: English*

### Course Outline

Challenge English provides students with high level skills in English the opportunity to further their appreciation and engagement with language through varied text types. Students will be challenged to discuss and analyse readers and their responses, textual concerns and the ways in which texts can reflect a writer’s views, values and social context.

This course is available by invitation only, based on an analysis of student academic results and work habits.

### Main Areas of Study

- Text– various text types such as novel, visual text(s), poetry and short stories will be explored
- Language – how writers create meaning

### Assessment

- Text Response
- Writing Folio
- Oral Presentation

## CHALLENGE MATHS – YEAR 8

*Domain: Mathematics*

*Learning Area: Maths*

### Course Outline

This course targets conscientious students who have demonstrated a strong mathematical ability and wish to gain knowledge and skills in topics not normally in core mathematical studies in the middle school. Students will undertake a range of activities that will require significant participation in class discussion as well as independent problem solving.

Invitations to this course are based on academic results, work habits and teacher recommendation.

### Main areas of study

- Linear equations
- Literal linear equations
- Sketching functions and relations
- Non-Euclidian geometry
- Fractals

### Assessment

Students will have their understanding and ability in the topics tested through traditional formal testing, written reports and informative posters.

## CHALLENGE MATHS – YEAR 9

*Domain: Mathematics*

*Learning Area: Maths*

### Course Outline

This course targets conscientious students who have demonstrated a strong mathematical ability and wish to gain knowledge and skills in topics not normally covered until senior mathematical studies. Students will undertake a range of activities that will require significant participation in class discussion as well as independent problem solving.

Invitations to this course are based on academic results, work habits and teacher recommendation.

### Main areas of study

- Surds and index laws
- Pythagoras's theorem and Trigonometry
- Coordinate geometry
- Vectors
- Newtonian Mechanics

### Assessment

Assessment will be, as near as is possible, in line with senior Mathematics Studies. This will include short tests, analysis tasks and application tasks.

## CHALLENGE SCIENCE – YEAR 8

*Domain: Science*

*Learning Area: Science*

### Course Outline

Challenge Science will be offered by invitation to students of science in year 7, based upon their performance in class and their PAT science test results. The course is designed to further extend the students scientific and thinking skills covered in core science. This will be achieved by providing the students with challenging project work and experimental activities as well as extending their core science theory. This course will run for one semester and consist of 5 lessons per fortnight.

This course is available by invitation only, based on an analysis of student academic results and work habits.

### Main Areas of Study

- Physical Science-Aeronautics: The students will examine the science associated with basic flight and rocketry
- Biological Science- Indigenous flora and fauna of the Nillumbik region: The students will become familiar with local ecosystems and the living organisms belonging to them
- Chemical Science- Chemistry is everywhere: The students will examine the chemistry behind familiar processes that occur in their everyday lives
- Earth Science- Minerals and Man: Students will have hands-on experience with the minerals that provide us with the materials that make modern life possible

### Assessment

- Project write up and presentation, tests, practical reports

## CHALLENGE SCIENCE – YEAR 9

*Domain: Science*

*Learning Area: Science*

### Course Outline

Challenge Science will be offered by invitation to students of science in year 8, based upon their performance in class and their PAT science test results. The course is designed to further extend the student scientific and thinking skills covered in core science. This will be achieved by providing the students with challenging project work and experimental activities as well as extending their core science theory. This course will run for one semester and consist of 5 lessons per fortnight.

This course is available by invitation only, based on an analysis of student academic results and work habits.

### Main Areas of Study

- Physical/Biological Science - Sustainability the Big Picture: The students will look at the science behind renewable energy resources, carbon footprints and living a sustainable lifestyle
- Chemical Science: An introduction to Analytical Chemistry and Organic Chemistry
- Earth Science: Geology of the Melbourne Area

### Assessment

- Project write up and presentation, tests, practical reports

# YEAR 8 AND 9 BRIDGING LEARNING UNITS

A select number of students will be invited to choose the following learning units.

(please refer to the MSC “Year 8 & 9 Bridging Learning Units” Policy below)

Domain & Learning Area	Name
English	Bridging English – Year 8 & 9
Mathematics	Bridging Maths – Year 8 & 9

## BRIDGING ENGLISH – YEAR 8 & 9

*Domain: English*

*Learning Area: English*

### Course Outline

Bridging English provides students with structured learning activities and opportunities to develop and improve their literacy skills. Students will work in a supportive environment, focusing on mastering skills in the areas of reading / viewing, writing, speaking and listening. These tasks will enable them to improve the quality and presentation of their work to support their current studies and as preparation for the senior years.

This course is available by invitation only based on an analysis of student academic results and work habits.

### Main Areas of Study

- Spelling Strategies
- Reading Strategies
- Practical literacy tasks
- Paragraphing

### Assessment

- Writing Folio
- Language Activities
- Verbal Activities
- Reading Activities

## BRIDGING MATHS – YEAR 8 & 9

*Domain: Mathematics*

*Learning Area: Maths*

### Course Outline

Students who have experienced difficulty with the Core mathematics will benefit by undertaking this course. The focus will be to identify areas of study where there is a need to consolidate knowledge and strengthen the skills addressed in the Core curriculum.

Students will have the opportunity to review their Core work and receive support to clarify concepts, master prescribed skills and complete assigned tasks. To facilitate this, the application of basic numeracy skills will be incorporated within the course’s structure via a range of interesting activities.

This course is available by invitation only based on an analysis of student academic results and work habits.

### Main Areas of Study

- Topics studied in the Core mathematics program.
- Activities, skills sheets and homework to promote concept acquisition and work and skill development

### Assessment

No Graded Assessment

## Montmorency Secondary College

# YR 8 & 9 CHALLENGE LEARNING UNITS POLICY

### Rationale

At Montmorency Secondary College we firmly believe that:

- All students can learn
- All students can experience success, and
- All students are talented in one area or another. Therefore,
- All students deserve the opportunity to display and extend their talents

As part of our commitment to provide opportunities for students to extend their learning, the college runs the **Challenge Program** (refer to the separate Challenge Program brochure) that includes the provision of **Challenge Learning Units** within the Year 8&9 elective learning unit blocks.

### Aims

- To provide structured extension opportunities in English, Mathematics and Science
- To allow individual students to extend their understanding and appreciation of a subject area where they have demonstrated advanced ability and further develop their higher order thinking skills

### Implementation

- All Year 8 and 9 students undertake the standard core program as outlined in the Year 8&9 Handbook.
- Year 8 and 9 students select four semester-length elective learning units per year.
- All Year 8 and 9 students are required to select at least one elective learning unit from each of the two non-core VELs domains: The Arts and Design, Creativity & Technology. They also have two unrestricted choices each year.
- The college will offer semester-length English, Maths and Science Challenge Units in the elective block at both Year 8 and Year 9. Only one class of each subject at each level will be offered.
- Entry into the Challenge Units will be by invitation only based on student academic results in the previous semester or year in the relevant subject. The determination of the entry requirements is the sole province of the college.
- Students will be ranked in each Challenge subject area using the above determination and the top 25 students will be invited into the Challenge units in each subject at each level.
- Families will receive a written invitation for their son and/or daughter to join the program. This will be sent prior to online Student Subject Selection. Students and families may elect to accept or decline the invitation without prejudice.
- Students invited into, and accepting entry into, Challenge Units still need to choose one elective Learning Unit from each of the two non-core VELs domains of The Arts and Design, Creativity & Technology. The Challenge Units must come from their unrestricted choices.
- Students are only able to accept entry into a maximum of two Challenge Units per year. If they are offered entry into all three units they will need to choose their preferred two.
- The college may initiate “second round” offers into Challenge Units dependent on the level of initial acceptance and the overall number of students who meet the minimum academic performance criteria.
- The Learning & Teaching team will assess the viability of running Challenge Units in a given year, in conjunction with all other offered elective units, as part of its standard procedures for determining the curriculum program that the college is able to resource. If student acceptance into any Challenge Unit is too low for the class to be considered viable, given funding levels and/or priorities, the class will not go ahead.

### Evaluation

This policy will be reviewed as part of the school’s three-year review cycle, or as required.

This policy was last ratified by School Council in....

June 2010

## Montmorency Secondary College

# YR 8 & 9 BRIDGING LEARNING UNITS POLICY

### Rationale

At Montmorency Secondary College we firmly believe that:

- All students can learn
- All students can experience success, and
- All students are talented in one area or another. Therefore,
- All students deserve the opportunity to develop their skills so that they may achieve their personal best.

As part of our commitment to provide opportunities for students to maximise their learning, the college offers a **Bridging Program** that includes the provision of **Bridging Learning Units** within the Year 8&9 elective learning unit blocks. These units provide structured support for students who have been identified as needing additional support in either English or Mathematics.

### Aims

- To provide structured learning activities and opportunities that develop and improve essential skills and knowledge in English and Mathematics.
- To provide individual students, who have demonstrated a need to further develop their literacy and/or numeracy skills, an opportunity to extend their understanding and confidence in these areas.

### Implementation

- All Year 8 and 9 students undertake the standard core program as outlined in the Year 8&9 Handbook.
- Year 8 and 9 students select four semester-length elective learning units per year.
- All Year 8 and 9 students are required to select at least one elective learning unit from each of the two non-core VELS domains: The Arts and Design, Creativity & Technology. They also have two unrestricted choices each year.
- The college will offer semester-length English and Maths Bridging Units in the elective block. Only one class of each subject will be offered at each of Years 8 and 9 per year.
- Entry into the Bridging Units will be by invitation only, based on an analysis of student academic results in the previous semester or year in the relevant subject. The determination of the entry requirements is the sole province of the college.
- Families will receive a written invitation for their son and/or daughter to join this support program. This will be sent prior to online Student Subject Selection. Students and families may elect to accept or decline the invitation without prejudice.
- Students invited into, and accepting entry into Bridging Units, still need to choose one elective Learning Unit from each of the two non-core VELS domains of The Arts and Design, Creativity & Technology. The Bridging Units must come from their unrestricted choices.
- If invited, students are able to accept entry into both Bridging Units at Year 8 and/or Year 9.
- The college may initiate “second round” offers into Bridging Units dependent on the level of initial acceptance and the overall number of students who meet the specified criteria.
- The Learning & Teaching team will assess the viability of running Bridging Units in a given year, in conjunction with all other offered elective units.

### Evaluation

This policy will be reviewed as part of the school’s three-year review cycle, or as required.

This policy was last ratified by School Council in....

June 2010