

MONTMORENCY SECONDARY COLLEGE
YEAR 8 & 9 CURRICULUM HANDBOOK 2020

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IMPORTANT DATES FOR THE REST OF 2019

Wednesday 18th September

Student Progress Interview Day

Monday 2nd – Monday 16th December

Year 7 to 9 Orientation Program (Compulsory)

Thursday 5th December

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

Early December

North of the Yarra Booklists due

Monday 16th December

Year 7 & 8 End of Year Excursions

Thursday 19th 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. This informs our whole school curriculum planning framework and sets out learning standards that we use to develop our teaching and learning programs. We offer a guaranteed and viable curriculum for all students focussed on sustainable excellence in teaching practice, student engagement and high performance.

By first identifying different students' needs and understanding how to best engage them, students of all interests and abilities are given the best possible opportunity to learn. Regular assessment and feedback allow our teachers to adjust either the content being taught, the process used to learn, or the outcomes expected from students, to ensure that learners at different starting points can receive the instruction they need to grow and succeed.

Our College aims to ensure all students achieve and find relevance in school. Our program encourages students to participate in their learning; to negotiate and select areas of interest, to accelerate and excel in their own paths. Students from years 7 to 12 can choose from a wide range of Arts, Sports and Community activities. The College's facilities respond to the interests and needs of our community and encourage high levels of excellence through personal initiative, creativity and growth.

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. We are also trialling an Intensive **Outdoor Education** course drawn from students in the Endeavour program. This will run in parallel with Endeavour and LOTE for the year.

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. Year 9 students in the Endeavour program will be invited to apply for the specialist Outdoor Education course if they are not already doing it in their electives.

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

CORE (# 58 minute periods per week)		Elective Units - Sem 1 (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		
Total	20 periods per week	Elective Units - Sem 2 (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

CORE (# 58 minute periods per week)		Elective Units - Sem 1 (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		
Total	20 periods per week	Elective Units - Sem 2 (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
Year 7	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
Year 8	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					
Year 9	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. Students also examine the Australian business environment and the dynamics of the economy.

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

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. Students also examine their role within the Australian legal system.

Main Areas of Study

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

Assessment

Class work, Document Analysis, Research Report, Tests

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

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

Where I live
Iconic French Songs
Holidays and Weather
Places and Directions

Main Areas of Study – Semester 2

Ordering a meal
World of French Comics
Leisure activities

Prominent French Chefs
Shopping for Food

Assessment

Role plays, Speaking, 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
French Cinema
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
My Hobby

The French Revolution
Special Events, Festivities

Assessment

Role plays, Speaking, 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

INTENSIVE OUTDOOR EDUCATION - YEAR 9

This course is a full immersion and **high cost** subject. This is a trial subject offered to students opting to do the Endeavour program. There will be a selection process run by the College.

Semester One:

The course focusses on the COASTAL outdoor environment and the recreational, educational, commercial and conservational uses of these natural coastal outdoor areas. Students will be offered the opportunity to participate in a number of adventure and recreational activities associated with a wide range of outdoor environments.

Main Areas of Study:

- Outdoor Areas and Uses
- Navigation
- Environmental Issues;
- Bushwalking; Safety in the Outdoor
- Menu Planning & Camping,

Assessment:

- Tests
- Skills Analysis
- Oral Presentation,
- Assignments, Teaching peers an Outdoor Skill.

Practical Activities

- 3 day camp – Blanket Bay, Great Ocean Road.
- Bushwalk Excursion (Werribee Gorge)
- Local bushwalk and conservation sessions.

Semester Two:

Students will learn to see natural environments from different perspectives such as Conservation vs Recreation. Students will focus on river environments and possible impacts and threats to the health of these eco-systems. This extension subject will introduce students to concepts studied in VCE units 1-4 and key terms used in the study design.

Students will also look at the rise of Eco-Tourism and Commercialisation of Outdoor Experiences and how this has influenced our relationship with the outdoors.

Main Areas of Study

- Australia's Unique Wilderness Areas
- Relationships with Outdoor Environments. Recreation vs Conservation.
- Minimal Impact and Healthy Eco-systems
- Portrayals of outdoor environments over time (Eco Tourism and Commercialisation)

Assessment

- Journal of Outdoor Experiences
- Conflicts over Natural Environments Assessment Task
- Outdoor imovie on personal reflections
- Field Guide of local flora and fauna

Practical Activities

- 3 day camp – Murray River
- River Rafting Excursion (Warrandyte)
- Conservation session in local Banyule Bushlands

YEAR 8 AND 9 ELECTIVE LEARNING UNITS LIST

Learning Area	Name
Group 1	
Food Studies	CELEBRATION FOODS
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	DIGITAL TECHNOLOGY
Information Technology	GAME DESIGN & CREATION
Group 2	
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
Group 3	
English	DEBATING
Outdoor Education	OUTDOOR EDUCATION
Environmental Science	ENVIRONMENTAL SCIENCE
Sport	AFL
History	HORRIBLE HISTORIES
English	CREATIVE WRITING
Visual Art	DIGITAL PAINTING

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

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

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

DIGITAL TECHNOLOGY

Domain: Information & Communications Technology

Learning Area: Information Technology

Course Outline

During this course students will gain experience in processing and manipulating data and information to create solutions to problems. Student will develop their computing skills and understanding through the creation of web sites, learning about HTML scripting and web site structure. Students will also work through a series of tasks using spreadsheet and database applications. They will investigate micro controllers through the use of the micro bit system developing their coding and programming skills and understanding.

We will also investigate how data are transmitted and secured in wired, wireless and mobile networks and also how digital systems represent text, image and sound data in binary

Main Areas of Study:

- Digital Systems
- Data and Information
- Creating Digital Solutions

Assessment

- Electronic Portfolio showcasing completed tasks
- Class work and exercises.

GAME DESIGN & CREATION

Domain: Information & Communications Technology

Learning Area: Information Technology

Course Outline

Students will make use of various apps and educational games to help understand the structure of computer programming languages and development of digital algorithms. They will work in a collaborative group to share thoughts about possible digital games and refine their ideas to produce a presentation about their game design concept taking into consideration the functional requirements and constraints. Students will complete class room task to develop their understanding of programming using Scratch, App Inventor and Python programming languages.

Main Areas of Study:

- Digital Systems
- Data and Information
- Creating Digital Solutions

Assessment

- Collaborative team projects
- Electronic Portfolio showcasing completed tasks
- Class work and exercises

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

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

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

ANIMATION

Domain: The Arts

Learning Area: Media

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. Students will negotiate many of the assessment tasks to suit the needs of their study.

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: Media

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.

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

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

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

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: Visual Arts

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

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

OUTDOOR EDUCATION

Domain: Health & Physical Education

Learning Area: Outdoor Education

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

- Victoria's endangered species
- Threats to the environment
- Teaching Peers an Outdoor Skill
- Outdoor Activities Log Book
- Technology in the outdoors

Assessment

- Endangered species oral presentation
- Technology in the outdoors poster
- Participation in Bushwalking, Orienteering, Cycling
- Trangia Cooking skills
- Camping skills

ENVIRONMENTAL SCIENCE

Domain: Science

Learning Area: Environmental Science

Course Outline

First Term: River health, catchments, weather patterns and climate.

Students are to examine the Plenty River and monitor its environmental health, sampling water quality weekly and uploading this data to a state-wide data base. Students will learn about the plants and animals of the Plenty River and develop an online local plant identification website. We will examine weather patterns and climate, monitoring this through MSC's weather station. Students will build their own digital weather station capable of recording barometric pressure and temperature and compare local variations (home compared with school).

Second Term: Students will look at environmental footprints in terms of carbon and plastic.

We will examine climate change and the carbon emissions, looking at their own personal carbon footprint as well as calculating that of the school. They will develop and implement ways to reduce these footprints.

Students will look at waste and recycling and again examine the footprint of them as individuals as well as the college. The issues, science and practicalities of recycling are to be researched. Students will develop and implement ways to reduce these footprints.

Assessment

- Research task
- Class work
- Individual reports

AFL

Domain: Physical Education

Learning Area: Sport

Course Outline

Open to any student, the 8/9 AFL elective will explore Australia's 'national game' and delve into the rules, strategies and tactics of Australian Rules Football with a focus on practical learning and theoretical components. Students will participate in a range of skill development drills and activities to further their abilities.

Sport-specific training and game play stimulation drills will be incorporated. The theory component will allow the students to develop a greater understanding of their own game and how to improve.

Assessment

- Practical Participation
- Skill Development
- Teamwork and communication
- Aussie Rules workbook

HORRIBLE HISTORIES

Domain: Humanities

Learning Area: History

In this course you will learn about the darker times of Human History.

Explore the behaviors of past dictators and warlords in Ancient history. Examine how these leaders used brutal means to gain territory and power. Then move into a study of modern history, exploring the history of Slavery and Conformity and how these ideas and events changed the world forever.

Assessment

- Research Task
- Presentation
- Class work

CREATIVE WRITING

Domain: English

Learning Area: English

Course Outline

Students will explore different styles of writing, from experimental to creative narratives, poetry, slam, children's stories, modern plays or fairytales to various writing activities which will improve and broaden students writing skills. Students will get to share their work with the class as well as having the opportunity to publish their best writing for a wider audience.

Astoundingly scary horror stories! Enticingly engaging mysteries! Creative and clever poetry! Engaging and imaginative stories for the younger reader! Have fun and develop your creative writing skills by exploring different genres and styles of writing.

Main Areas of Study

Various writing activities, styles and genres.

Assessment

- An extended narrative piece
- A folio of poetry or other writing
- A Journal of experiments, ideas and brainstorming.

DIGITAL PAINTING

Domain: The Arts

Learning Area: Visual Art

Course Outline

This subject focuses on developing student's painting and drawing techniques using digital mediums. The course covers a range of digital painting and drawing apps, teaching fundamental use of tools, brushes, colour, composition and layers. Over the course, students use a variety of starting points to generate and expressively develop their own ideas when making and presenting a range of digital artworks. Students build the complexity of their skills through exercises and tutorials that help them create finished art on different topics and themes.

A digital portfolio is used for exercises, sketches, explorations and visual research.

Theory is linked to practical work, and students explore a range of artists working with digital mediums that relate to the artworks they produce in class.

Areas covered in the subject include: Art Elements & Principles, Sketching and Idea Development, App Tools and Techniques, Annotation, Presentation/Exhibition.

Themes and topics may include: Realism, Expressionism, Character Design, Fantasy Art

Main Areas of Study

- Digital drawing, exercises, tutorials
- Digital Painting
- Presenting/Exhibiting artworks
- Digital artists and artworks

Assessment

- Finished artworks (both electronic and printed forms)
- Digital portfolio
- Artwork analysis and written worksheets

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
- All students are talented in one area or another
- 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** 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. The number of classes offered will be dictated by the number of students that meet the rigorous standards.
- 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 formal 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 further 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....

August 2018

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
- All students are talented in one area or another
- 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. The number of classes offered will be dictated by the number of students that meet the standards.
- 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 formal 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 further 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....

August 2018