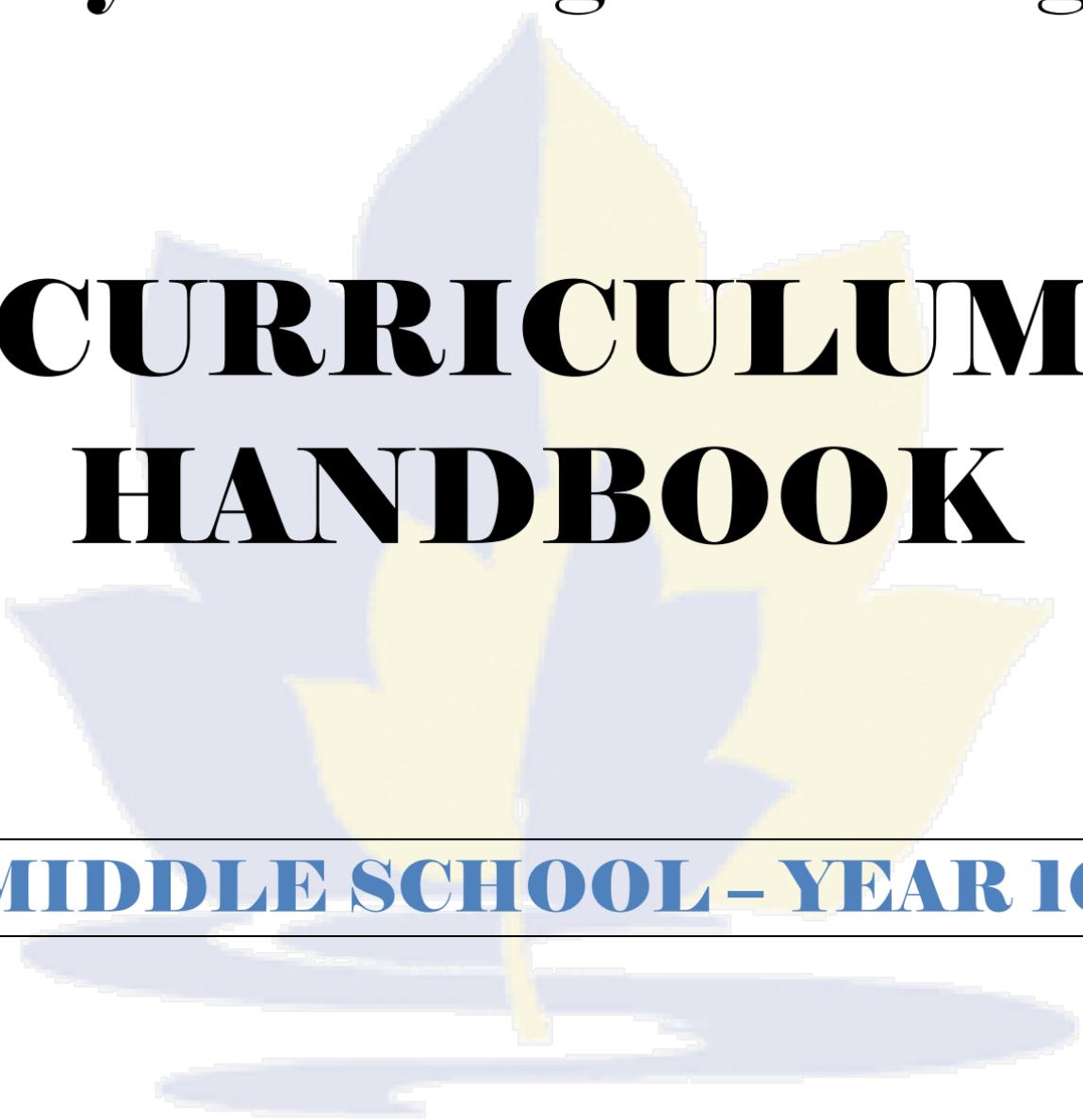


Lilydale Heights College



**CURRICULUM
HANDBOOK**

MIDDLE SCHOOL – YEAR 10

2020



LILYDALE HEIGHTS
COLLEGE

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CURRICULUM INFORMATION

The Middle School Curriculum at Lilydale Heights College is designed to maximise student achievement by:

- improving literacy and numeracy outcomes for all students at all levels of ability
- increasing every student's level of active engagement in learning across the school
- building students' capacity to become more independent, resilient, self-reflective learners
- allowing students to make choices and develop pathways to future learning
- developing initiative, teamwork and leadership
- developing productive school, community and global citizens.

Our curriculum provides a wide and engaging choice of subjects and enables students to extend and broaden their learning.

All students will study English and Mathematics throughout each year of Middle School in units of study that are designed to extend every student's learning based on their current strengths and abilities.

Students entering their second year of Middle School from Year 9 will have the choice of elective subjects to develop a strong pathway for Senior School.

This handbook offers units which will allow the diversity of learners in Middle School to select subjects that cater for their talents, interests and needs. Within each unit, teachers will differentiate the learning to cater for the variety of student capabilities in the Middle School classroom, encouraging students to fully engage in learning and to achieve excellence.

At Lilydale Heights College, students are provided with a stimulating and challenging learning environment that encourages each student to take responsibility for their own learning. We aim to make learning active, purposeful and engaging. Learning is linked to existing knowledge and provides a bridge between the known and unknown.

Middle School consolidates and extends the skills and knowledge developed in Years 7 and 8, while also giving students the opportunity to make selections and pursue their interest areas. Enabling students to select subjects encourages them to explore, experiment and extend their educational development.

The core subjects completed by all Year 10 students are:

- Year 10 English
- Year 10 Mathematics
- Year 10 SELF

In addition, elective Middle School subjects comprising Year 9 and 10 students are chosen from the following Faculties:

- Health & Physical Education
- Humanities
- Language & Culture
- Science
- Technology
- The Arts

Every student in Middle School at Lilydale Heights College will have an individual program based on their skills, interests and aspirations.

If you have any queries regarding subject selection please contact:

Tim Chapman
Emma Steeper
Tim Wright
Juliet Honey

Curriculum Leader
Middle School Learning Leader
Senior School Learning Leader
Careers Counsellor

VICTORIAN CURRICULUM

The Victorian F-10 Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Victorian students. It is based on the Australian Curriculum and it describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all students should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Victorian students.

General Capabilities

General capabilities, a key dimension of the Victorian Curriculum, are developed through the content of the learning areas delivered by the Faculties. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each Faculty area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Victorian Curriculum includes four general capabilities:

- Critical and creative thinking
- Personal and social capability
- Ethical capability
- Intercultural capability

Cross-curriculum priorities

The following cross-curriculum priorities are embedded in all learning areas across the Faculties. They will have a strong but varying presence depending on their relevance to the learning in each Faculty area:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Standards for different years

Each Standard describes what students are expected to know and be able to do at that level, and how well they should know and be able to do it. The Standards focus on the knowledge and skills of the student. Student behaviour is observed by teachers and included in student reports.

These levels are generally associated with the following year levels:

- Level 7 – Year 7
- Level 8 – Year 8
- Level 9 – Year 9
- Level 10 – Year 10

Standards are set at a challenging level, not minimum competence, to suit the age and developmental stages of students. This helps to ensure that students are stretched to learn, rather than doing work they find easy.

Student Reports

Student reports will provide you with a snapshot of your child's progress.

Points to know about the reporting system:

- Parents will be provided with two reports per year through the Parent Portal
- Reports will rate your child's progress against state-wide standards
- Teachers also report on each student's achievement in Common Assessment Tasks in each subject
- Secondary students are expected to develop personal learning goals and review their progress towards these through the year

Assessment Advice

Assessment is the ongoing process of gathering, analysing and reflecting on students' work to make informed and consistent judgments to improve future student learning.

Assessment practices involve a range of measures and provide students with opportunities to display their knowledge, skills, understandings and attitudes. These assessment practices should be valid, reliable, fair and equitable, motivating students to further develop their learning.

Assessment practices can assist students to learn more effectively as they develop students' capacity to reflect on their learning, develop deeper understanding and encourage higher order thinking skills. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used.

HOMEWORK

Homework is a reinforcement and extension of the learning that takes place in the classroom. Students are expected to develop sound study habits by undertaking a variety of planned homework tasks as well as self-motivated reading and revision.

Parents, teachers and Learning Leaders all have important roles to support student learning through homework.

The student planner is a direct and simple method for Learning Leaders and teachers to help students to plan study and homework timetables.

Recommended Middle School homework commitment: at least 60 minutes of study and/or homework per day.

BOOKS/CLASS SETS/EBOOKS

Class sets are provided from program charges paid by parents. Some faculties require students to purchase books individually and this information is indicated on the annual Booklist. Purchase of books/eBooks is essential, as they are often the main resource for the subject.

Second-hand books are often available from Lilydale Books (9739 6186).

PARENT PAYMENTS

To offer practical and selected subjects, the College Council must be sure that the course of study is financially viable. Therefore the College requires that payment for practical and selected subjects, or a payment schedule that has been arranged with the Business Manager, be finalised before the commencement of the school year.

LEARNING AND RESOURCE CENTRE (LRC)

The focus of the LRC is on research, reading and eLearning. A comprehensive collection of books and other print material supports the research and reading needs of students. Promotion of and access to extensive eLearning and digital resources extends students and prompts independent learning.

COMMUNICATION WITH PARENTS

The 'News & Events' section of the College website (www.lilydaleheights.vic.edu.au) contains regular blog posts that keep parents up to date with current information, news, items of interest, student achievements and upcoming College events and activities.

The College newsletter (**The Heights**) is published monthly and compiles important posts from our website as well as community notices. You can access the newsletter via the 'News & Events' section of the website or email newsletter@lilydaleheights.vic.edu.au to join the distribution list. We ask that all parents read our blog and newsletter to stay updated with school news.

Parents are also encouraged to regularly access the 'Parent Portal' through the College website. Through this Portal parents can view news, information on student attendance and completion of learning tasks, and students' semester reports. Parents can also send email to teachers through the Portal. Please contact College reception for assistance in accessing the Parent Portal if required.

CAREERS/WORK EXPERIENCE

A Careers Coordinator provides information and assistance with careers, courses and employment advice. Extensive resources are available for students and parents.

Work Experience and work placements are coordinated between employers, students and the Department of Education (DET) to ensure that all requirements are met.

MANAGED INDIVIDUAL PATHWAYS

Every student 15 years and over is counselled and creates an individual pathway reflecting goals and aspirations. This is reviewed with students and developed between Years 9 and 12.

SATISFACTORY COMPLETION OF THE MIDDLE SCHOOL PROGRAM

To satisfactorily complete Middle School and to be ready for Senior School, students are expected to:

- Maintain at least a 90% attendance rate;
- Demonstrate appropriate work habits;
- Complete all Common Assessment Tasks to an acceptable standard;
- Demonstrate development of their learning capacity and their readiness to participate successfully in the following year.

The following pages outline the subject selection process and available subjects.

Please read each subject outline carefully to ensure that you understand the content.

- Base choices on YOUR present strengths/abilities and future needs
- Have an EDUCATIONAL reason for choosing a study. Do not choose a group of friends, choose a group of STUDIES
- Consult with subject teachers for further information on specific subjects and with the Middle School Learning Leader and the Curriculum Leader about the structure of your overall course

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Lilydale Heights College has an EAL program at Middle School to assist international students and other students with a language background other than English to develop their English-language skills and successfully access the curriculum across their subjects. This program is led by the College's EAL Coordinator.

STUDENT ENGAGEMENT IN LEARNING FOR THE FUTURE (SELF)

Student Engagement in Learning for the Future (SELF) has been designed to engage our students in their own learning and to foster Excellence, Respect and Responsibility in their lives as College students and as global citizens. All SELF classes have a specific learning focus for the year and have common themes. In Year 10, the theme is Plan: Future Directions. Students focus on investigating career pathways and developing skills such as writing SMART goals and resumes. They investigate options for work experience and complete occupational health and safety modules. SELF classes address a range of topics including cyber safety, learning goals, and study skills.

MIDDLE SCHOOL PROGRAM

Key information

- Each semester, students will study English, Mathematics and SELF, as well as four electives
- Students should complete at least one elective unit in each year of Middle School from the following Faculty areas: Health & Physical Education; Humanities; Science; Technology; and The Arts
- Students should complete at least one Language and Culture unit over the two years of Middle School
- All elective units run for one semester except for Japanese, which will run for the entire year
- Students can choose additional units based on their interests and potential future pathways

MIDDLE SCHOOL SELECTION PROCESS

- ☐ Read the unit descriptions in the following pages
- ☐ Attend the Information night on Thursday 1 August
- ☐ Enter your selections online from Friday 2 August via the weblink provided by the College
- ☐ Attend Course Counselling at your appointed time between Thursday 8-Monday 12 August to discuss and confirm your selections
- ☐ After Course Counselling, your printed selections must be signed by a parent/guardian and returned to the General Office by Friday 16 August

NOTE: Student selections will not be accepted unless **SIGNED** by Parents/Guardians.

**COMPLETED AND SIGNED STUDENT SELECTIONS MUST BE SUBMITTED
TO THE GENERAL OFFICE BY FRIDAY 16 AUGUST**

ENGLISH

YEAR 10 ENGLISH (COMPULSORY SUBJECT EXCEPT FOR EAL STUDENTS)

Year 10 English focuses on creating pathways for students into VCE English, while also consolidating crucial skills applicable for students interested in VCAL Literacy in Year 11. Students will produce creative and persuasive texts in various forms, and will study film and novel texts designed to challenge their world view and broaden their imaginative landscape. They will study texts both as stand-alone pieces and in comparative form. In addition to this, students will analyse various forms of non-fiction writing for viewpoint, language, and purpose.

VICTORIAN CURRICULUM

Discipline-based Learning:

English

Ethical Capability:

Understanding Concepts

Focus

Students engage with complex texts from a range of social and historical contexts. They explore and analyse language use in classical and contemporary literature, thereby developing and justifying their own interpretations of texts. Students develop their own writing style by experimenting with language features, stylistic devices, texts structures and images. When speaking and when writing, they explain different viewpoints, attitudes, and perspectives through the development of cohesive and logical arguments.

YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

This subject is an alternative to Year 10 English for students from a language background other than English. It focuses on developing students' skills in understanding and using English when speaking, listening, reading and writing. In developing students' language skills, the subject improves students' ability to master the curriculum across all their subjects. Students analyse various forms of non-fiction writing for viewpoint, language, and purpose. Students also produce creative and persuasive texts in various forms, and study a range of written and multimedia texts.

VICTORIAN CURRICULUM

Discipline-based Learning:

English as an Additional Language

LITERATURE (ELECTIVE SUBJECT)

The study of Literature in Middle School focuses on the enjoyment and appreciation of reading through discussion, debate, and developing more individual interpretations of texts. Students will explore a range of text forms and styles, making their own meanings based on context and specific language. Literature encourages independent and critical thinking, shown in students' analytical and creative responses to texts. This unit aims to develop students' creative, persuasive, and analytical skills. It is specifically designed for students whose pathway intentions are to move on to VCE, where it is an option for selection at Unit 1. However, students of both Years 9 and 10 are welcome in Literature.

Literature is an elective subject that students can choose in addition to their studies in core English.

VICTORIAN CURRICULUM

Discipline-based Learning:

English

MATHEMATICS

YEAR 10 MATHEMATICS (COMPULSORY SUBJECT)

In Year 10 Mathematics students will extend their use of mathematics to a wide range of contexts. They will explore and simplify algebraic expressions and solve related equations with and without the use of digital technology.

In their Measurement and Statistics units, students will solve problems involving surface area and volume for a range of objects and apply geometric proofs to show congruence and similarity. They will solve practical problems in two and three dimensions involving right-angled triangles, Pythagoras' theorem and trigonometry.

Students will extend their work in Probability to combinations of up to three events. They will explore the concepts of conditional probability and independence and apply their knowledge to solve problems involving chance events.

Students will investigate Statistics using quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets. They will explore the association between two numerical variables using scatterplots and discuss claims made using statistics in various media articles and other reports on issues of interest.

VICTORIAN CURRICULUM

Discipline-based Learning:

Mathematics

Critical and Creative Thinking:

Questions & Possibilities, Reasoning, Meta-Cognition

ADVANCED MATHEMATICS (ELECTIVE SUBJECT)

This subject will further develop students' mathematical understanding in the key areas of Probability, Measurement and Geometry, and Number and Algebra. It is designed to provide further extension for students with an interest and aptitude in Mathematics. This subject will have a focus on solving realistic and challenging problems. In order to provide students with a strong foundation for VCE subjects including Mathematical Methods, the subject will have a particular focus on developing students' skills in Number and Algebra.

Advanced Mathematics is an elective subject that students can choose in addition to their studies in core Mathematics.

VICTORIAN CURRICULUM

Discipline-based Learning:

Mathematics

Critical and Creative Thinking:

Questions & Possibilities, Reasoning, Meta-Cognition

HEALTH & PHYSICAL EDUCATION

HIGH PERFORMANCE IN SPORT

Students will focus on regular participation in physical activity, whilst developing their motor skills and applying them to improve their team performance. Students will be required to devise and respond to tactics in team sports. Students will also have the opportunity to develop their leadership skills in a sport setting.

Students will be exposed to a range of different activities and team sports throughout the semester. This unit prepares students for a range of pathways including VCE Physical Education.

VICTORIAN CURRICULUM

Discipline-based Learning:	Health & Physical Education
Personal and Social Capability:	Social Awareness & Management

LIVING HEALTHY

In Living Healthy students will investigate Australia's health and how lifestyle choices can impact the health of the individual and the community in both positive and negative ways. Across three units, students will investigate what health means; the five types of health; and the conditions, illnesses and diseases that impact those types of health for various population groups in Australia, such as Australians living in rural and remote areas, Australians living in metropolitan areas and Indigenous Australians. Using this knowledge, student will investigate how to make positive choices that will help them to lead a healthy lifestyle as well as develop and implement a community health initiative.

This unit prepares students for a range of pathways including VCE Health and Human Development.

VICTORIAN CURRICULUM

Discipline-based Learning:	Health & Physical Education
Personal and Social Capability:	Self-Awareness & Management, Social Awareness & Management

OUTDOOR & ENVIRONMENTAL STUDIES

Outdoor and Environmental Studies explores a range of outdoor environments and how students can safely participate in outdoor activities. Students investigate the sustainable use and management of outdoor environments and examine the condition of different environments in Australia. They also examine the capacity of outdoor environments to support future needs of the Australian population. Students will have the opportunity to make contributions towards achievement of the Duke of Edinburgh International Award. A registration fee of \$140 applies to the Award scheme.

Students will undertake a range of excursions involving outdoor activities as part of this subject at an approximate cost of \$350. As these activities form part of students' assessment tasks, all students are expected to participate. This unit prepares students for a range of pathways including VCE Outdoor & Environmental Studies.

VICTORIAN CURRICULUM

Discipline-based Learning:	Health & Physical Education, Geography
Personal and Social Capability:	Social Awareness & Management

PEAK POWER

In Peak Power students will develop essential knowledge and skills required to track physical activity levels and improve fitness. Students will learn to identify fitness components that are important to successful participation in sports as well as fitness components that lead to improved health outcomes. They will test various fitness components, and then develop plans to improve their physical activity levels and fitness through the use of various training methods and the skills required to utilise training principles when planning a training session and program. Students will also develop an understanding of how muscles contract and how the human body fuels continued muscular contractions through Aerobic and Anaerobic pathways. Practical activities are used to support theory components, so students will be required to change into college PE uniform for practical sessions. This unit prepares students for a range of pathways including VCE Physical Education.

VICTORIAN CURRICULUM

Discipline-based Learning:	Health & Physical Education
Personal and Social Capability:	Social Awareness & Management

PEER SUPPORT

In this unit, Year 10 students are trained to act as group leaders, preparing and running a variety of activities for a small group of Year 7 students. Students build their communication and leadership skills in order to have a positive influence on Year 7 students by assisting in their transition from primary school to secondary school. Students will take part in a training program during Term 4 2019, where their participation, enthusiasm and reliability will be evaluated to determine their suitability to join the Peer Support program as group leaders in 2020.

VICTORIAN CURRICULUM

Discipline-based Learning:	Health & Physical Education
Personal and Social Capability:	Self-Awareness & Management, Social Awareness & Management
Ethical Capability:	Decision Making & Actions

Focus

Training program activities conducted for Year 7 groups and sessions with Year 7 students will deal with communication, self-awareness, confidence, trust, relationships, values and goal setting.

NO PUBERTY BLUES

No Puberty Blues aims to equip students with specific skills and knowledge to improve their personal health. Students learn to describe factors that influence the development of their own identity and values and the responsibility associated with greater independence. They analyse positive and negative health outcomes of a range of personal behaviours and evaluate perceptions of challenge, risk and safety. Students will identify health services and strategies designed to support the health needs of young people. They understand the link between lifestyle choices made in adolescence and the health outcomes during adulthood. This unit prepares students for a range of pathways including VCE Health and Human Development.

VICTORIAN CURRICULUM

Discipline-based Learning:	Health and Physical Education
Personal and Social Capability:	Self-Awareness & Management, Social Awareness & Management

HUMANITIES

CLASH OF CULTURES

Students explore, research and think critically about how culture, development and imperialism led to significant change. They consider how such change influenced different cultures, and the reasons for conflict between particular cultures. Students will locate and examine primary and secondary sources and will consider multiple perspectives on historical events. They will develop and justify historical arguments using historical terms and concepts, and they will be able to synthesise evidence from various sources. This unit prepares students for a range of pathways, including VCE History.

VICTORIAN CURRICULUM

Discipline-based Learning:	History
Critical and Creative Thinking:	Reasoning
Intercultural Capability:	Cultural Practices

GLOBAL CONFLICTS

Students explore, research and think critically about the nature of conflict in history and its consequences. Students will locate and examine primary and secondary sources in order to develop an understanding of conflicts such as World War II, and will consider multiple perspectives on historical events. They will develop and justify historical arguments using historical terms and concepts, and will develop their ability to compare and synthesise evidence from various sources. This unit prepares students for a range of pathways including VCE History.

VICTORIAN CURRICULUM

Discipline-based Learning:	History
Critical and Creative Thinking:	Questions & Possibilities, Reasoning

LAW-MAKING AND LAW-BREAKING

Students examine Australia's political and legal system and how individuals and groups may influence changes in laws and government policy. They investigate a legal or political issue and present an informed opinion with the aim of influencing change. Students develop an understanding of processes used when laws are broken including the sentencing of criminal offenders, and conduct legal research to examine criminal laws. Students also investigate underlying causes of crime and analyse how human and political rights are protected in Australia. This unit prepares students for a range of pathways including VCE Legal Studies.

During this unit students will:

- Draw on a range of resources to research and present their opinion on a legal or political issue with the aim of influencing a change in the law or government policy
- Choose an area of criminal law and conduct research to investigate recent cases and relevant legislation

VICTORIAN CURRICULUM

Discipline-based Learning:	Civics & Citizenship
Ethical Capability:	Understanding Concepts

MONEY MATTERS

This course will provide an introduction to the ways goods and services are produced and how markets work. Students predict how prices will change when there is either a surplus or shortage, and explain how this might influence the behaviour of consumers and producers. Students extend their financial literacy skills and their understanding of the role of savings and investment, developing the skills required to successfully plan and manage a small business through both theory and practical activities. By dealing with a range of practical and real life issues, students will gain a sense of how the business world really operates. This unit prepares students for a range of pathways including VCE Business Management.

VICTORIAN CURRICULUM

Discipline-based Learning:	Economics & Business
Personal and Social Capability:	Social Awareness & Management

SUSTAINABLE FUTURES

This subject addresses the challenge of managing resources sustainably into the future. Students examine different worldviews and approaches to resource use, comparing Indigenous and European perspectives. They develop skills in economic and geographical analysis in order to investigate environmental issues and form evidence-based plans for environmental management. This unit prepares students for a range of pathways including VCE Outdoor and Environmental Education.

Students have the opportunity to investigate issues such as:

- Food and water security
- Climate change
- Renewable and non-renewable energy sources
- Competing land use between mining and agriculture
- Deforestation

VICTORIAN CURRICULUM

Discipline-based Learning:	Geography, Economics & Business, Civics & Citizenship
Critical and Creative Thinking:	Questions and Possibilities

LANGUAGE & CULTURE

JAPANESE

If you would like to...

- Be a global citizen
- Learn to speak Japanese
- Learn more about an exciting country and culture
- Study, travel or live in Japan
- Improve employability
- Meet new people

...then Japanese is for you.

This subject provides an opportunity to enhance your language skills. You will continue to develop skills to communicate in Japanese and gain deeper insight into Japanese culture and customs. This is a year-long subject that allows students to build on existing language skills to be able to communicate in Japanese. For entry into this subject in Year 10, students must have studied Japanese in Year 9.

Through this subject, students will also develop skills in the key areas of literacy, numeracy, and information and communication technology (ICT).

VICTORIAN CURRICULUM

Discipline-based Learning:

Languages

Intercultural Capability:

Cultural Practices

ASIAN POP CULTURE

Get ready pop culture lovers! Immerse yourself in the pop culture of Asia. Whatever your interests, ranging from music, anime, manga, fashion, cosplay, technological innovations through to gaming, explore what makes pop culture a rising phenomenon throughout Asia and the world.

In this subject, students will address the essential question “What is pop culture?” In the process, students will develop key 21st century skills in the areas of literacy, numeracy, and information and communications technology (ICT).

VICTORIAN CURRICULUM

Intercultural Capability:

Cultural Practices, Cultural Diversity

ASIAN SAFARI

You are invited to experience Asia, one of the most exciting and diverse continents in the world. Discover the sights, sounds and flavours of an array of countries in Asia. Explore aspects such as food, tourism, language, customs, geography, population, immigration and education.

In this subject, students will address the essential question “What do I know about Asia and what do I want to find out?” In the process, students will develop key 21st century skills in the areas of literacy, numeracy, and information and communications technology (ICT).

VICTORIAN CURRICULUM

Intercultural Capability:

Cultural Practices, Cultural Diversity

AUSLAN (AUSTRALIAN SIGN LANGUAGE)

Auslan (Australian Sign Language) is the language of the deaf community of Australia. This subject is an opportunity for students to learn the Auslan alphabet and build their Auslan vocabulary to enable them to describe activities and experiences, and share and respond to ideas and feelings about people they know, their daily lives, social worlds and school community. They will learn how to communicate clearly in different interactions and context, demonstrating appropriate protocols when communicating with each other, teachers and deaf people. Students will explore the grammatical aspects of Auslan such as HOLMES (Handshape, Orientation, Location, Manual features, Expression and Spatial awareness), descriptive signs, and constructed action.

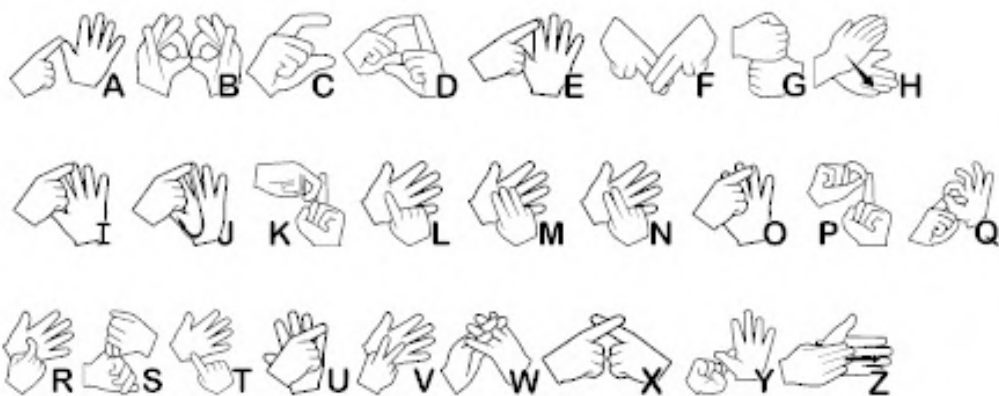
VICTORIAN CURRICULUM

Disciplined based Learning:

Languages

Intercultural Capability:

Cultural Practices



SCIENCE

BIOLOGY

In this unit, students will develop their knowledge of some of the main biological principals that underpin our understanding of how multicellular organisms interact with their environment and how information is passed on from one generation to the next, ultimately leading to the process of evolution.

Scientific inquiry and critical thinking skills will be developed alongside content knowledge in this subject.

After completing this unit, students will have a platform from which they can further develop their knowledge by undertaking VCE Biology Units 1 to 4.

VICTORIAN CURRICULUM

Discipline-based Learning:

Science

Critical and Creative Thinking:

Questions & Possibilities, Reasoning, Meta-Cognition

CHEMISTRY

In this unit, students will investigate the chemicals that make up all matter on earth. Atoms, molecules, how common materials are formed and how they interact with each other are explored. Different types of chemical reactions and their importance to life will also be a focus.

Scientific inquiry and critical thinking skills will be developed alongside content knowledge in this subject.

After completing this unit, students will have a platform from which they can further develop their knowledge by undertaking VCE Chemistry Units 1 to 4.

VICTORIAN CURRICULUM

Discipline-based Learning:

Science

Critical and Creative Thinking:

Questions & Possibilities, Reasoning, Meta-Cognition

EARTH AND SPACE

In this unit, students will discover how the earth's tectonic plates and global systems impact on the environment. They will investigate different ecosystems to see how organisms interact with each other and their environments. The Big Bang theory of the origin of the Universe will be the basis of an exploration of space.

Scientific inquiry and critical thinking skills will be developed alongside content knowledge in this subject.

VICTORIAN CURRICULUM

Discipline-based Learning:

Science

Critical and Creative Thinking:

Questions & Possibilities, Reasoning, Meta-Cognition

PHYSICS

In this unit students will explore how electric circuits are designed and how they operate. They will develop knowledge about magnets and their ability to generate electricity and operate motors. Newton's three laws of motion will be investigated to discover the interaction of forces in the motion of objects.

Scientific inquiry and critical thinking skills will be developed alongside content knowledge in this subject.

After completing this unit, students will have a platform from which they can further develop their knowledge by undertaking VCE Physics Units 1 to 4.

VICTORIAN CURRICULUM

Discipline-based Learning:

Science

Critical and Creative Thinking:

Questions & Possibilities, Reasoning, Meta-Cognition

PSYCHOLOGY

In this unit, students will be introduced to the scientific discipline of Psychology. An understanding of the structure and function of the brain and nervous system will be developed. The interrelationship between the brain, thoughts, feelings and behavior will be investigated. The impact of mental health issues will also be explored.

Scientific inquiry and critical thinking skills will be developed alongside content knowledge in this subject.

After completing this unit, students will have a platform from which they can further develop their knowledge by undertaking VCE Psychology Units 1 to 4.

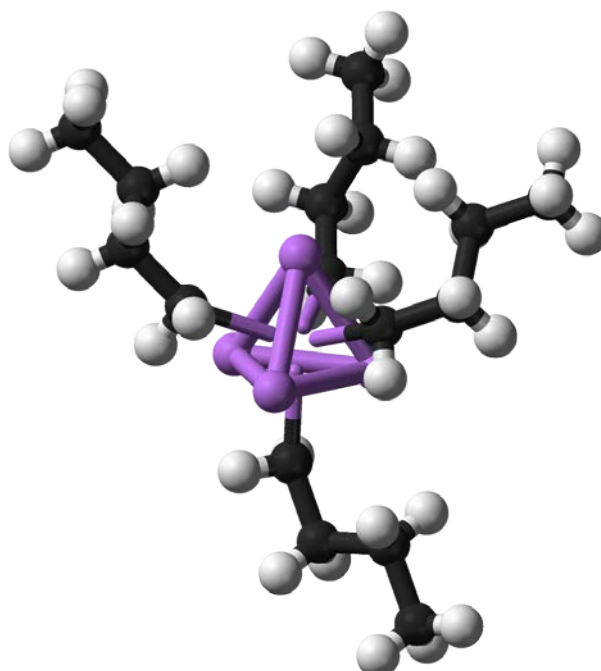
VICTORIAN CURRICULUM

Discipline-based Learning:

Science

Critical and Creative Thinking:

Questions & Possibilities, Reasoning, Meta-Cognition



TECHNOLOGY

BRUNCHES AND LUNCHES

This unit is designed to develop students' understanding of nutrition and the importance of breakfast and lunch. Students analyse the nutritional value of convenience breakfasts and make judgments about the suitability of these in our busy lives. Students learn about the role and history of morning tea and produce a selection of yummy cakes and biscuits. Students also prepare a range of suitable lunch foods.

There is a materials charge for this unit of \$110. This unit prepares students for a range of pathways including VCE Food Studies.

Focus:

Food handling and preparation skills, nutrition knowledge, analysis of home-made and pre-packaged products.

VICTORIAN CURRICULUM

Discipline-based Learning:

Design & Technologies

Personal and Social Capability:

Self-Awareness & Management

CAFÉ CULTURE

This unit introduces students to the operation of the College's Café. The main focus is the development of skills related to coffee making, food service, food preparation, using the cash register and communicating with customers. The students will operate Valleydale Café which is open to the general school community. Students will be involved in planning suitable food to be made for the Café as part of a collaborative task.

This unit prepares students for a range of pathways including VCE Food Studies.

Focus:

Coffee making, food production, safe food-handling, menu planning, and food services.

VICTORIAN CURRICULUM

Discipline-based Learning:

Design & Technologies

Personal and Social Capability:

Self-Awareness & Management, Social Awareness & Management

DESIGNING IN FIBRES AND FABRICS

Students will complete a range of projects using fabrics and fibres creatively. Learning will be shaped by following the technology process of investigating, designing, producing and evaluating. Skills will be acquired for the competent use of a domestic sewing machine and exposure to a variety of construction processes and surface decoration techniques.

Focus:

Design and construction of pyjama pants; an appliqued polar fleece blanket, and a tie-dyed t-shirt.

VICTORIAN CURRICULUM

Discipline-based Learning:

Design & Technologies

Personal and Social Capability:

Self-Awareness & Management

ELECTRONICS AND MECHANICS

Students will gain an understanding of the theory and application of electric circuits and the application of integrated design. They will construct finished products such as an iPod docking station and a small model car. This unit provides the opportunity for students to gain first-hand experience in the use of electronics in industry and prepares students for a range of pathways including VCE Product Design and Technology.

Skills that students will develop include:

- Structure design
- Linkage joints
- Soldering
- Circuit board layout

Focus:

Design and construction of an iPod docking station and a small vehicle using electronics, mechanics and pneumatics.

VICTORIAN CURRICULUM

Discipline-based Learning:

Design & Technologies

Personal and Social Capability:

Self-Awareness & Management

PROGRAMMING AND COMPUTING

This unit covers the fundamentals of computer programming, graphics, animation and game creation, and is customised to each student's current skill level. Students will learn to code on both scripted and visual programming platforms that introduce each concept in an easy-to-understand manner.

A project is undertaken by students in teams or individually, and will involve students designing and developing a functioning and interactive program. Students will use computational thinking techniques to define and decompose complex problems in terms of their requirements. They will design and evaluate digital systems including object-oriented programs. Students will also investigate more broad areas of computing including networks, data security, data compression, privacy, and the relationship between hardware and software.

This unit builds on skills students have developed in Year 8 Coding classes and prepares students for a range of pathways including VCE Computing.

VICTORIAN CURRICULUM

Discipline-based Learning:

Digital Technologies

Personal and Social Capability:

Self-Awareness & Management

SKATEBOARD AND TABLES

This unit requires the design and construction of a skateboard which will incorporate the elements of material research, processing materials, art design and quality finish. Uses include street/park skating, wall hanging with coat hooks or just for individualistic design display. A table will also be created allowing students to choose their own design and ensuring their skills will be developed in planning, research and joining techniques. This unit prepares students for a range of pathways including VCE Product Design and Technology.

VICTORIAN CURRICULUM

Discipline-based Learning:

Design & Technologies

Personal and Social Capability:

Self-Awareness & Management

THE ARTS

MEDIA STUDIES

Media Studies affords students the chance to learn more about the media that they interact with every day. It focuses on two core components: exploring the messages and representations within existing media texts, and creating original media productions. In their exploration, students will use Inquiry-Based Learning to examine the key features of media forms such as film, print, photography, and sound design. They will analyse the representations found within each. During production, students will plan, design, and create media texts in numerous forms, including film, print, photography, and sound. In Media Studies, students have the opportunity to work both collaboratively and independently in a creative environment.

This unit prepares students for a range of pathways including VCE Media.

VICTORIAN CURRICULUM

Discipline-based Learning:

Media Arts

MUSIC PERFORMANCE AND INVESTIGATION

Using instruments, voice and technology, Music Performance and Investigation allows students to explore music as an art form through listening, composing and performing. Students will develop an understanding of composition and performance through communication, evaluation and technical skills. Students will also analyse their own individual performances and the performances of others to assist in personal growth and group development. Following the Musical Futures framework, students will use inquiry-based learning to explore the following essential questions:

- How do we create engaging performances?
- How do we take advantage of technology for musical creation?
- How do I contribute musically within my school, local community and/or nationally?

Students will develop musical performances based on contemporary styles. Students will also develop skills in performance, composition, music technology and theory.

Prior music experience is advantageous, but not a necessity. Students will be required to perform publicly on numerous occasions.

This unit prepares students for a range of pathways including VET Music Industry (Music Performance).

VICTORIAN CURRICULUM

Discipline-based Learning:

Music

STUDIO ART

In Studio Art students will explore how art is created to communicate a specific idea or message that the artist wishes to convey. Students will develop skills in art making across a variety of art forms by refining their experimental process and documenting this in a visual diary. They will also explore how to create a desired aesthetic through direct manipulation of art elements and art principles. Students will explore how the exhibition of art can influence the viewer's interpretation of the work. They will also look at how this applies to their own exhibition of their personal artworks. This unit prepares students for a range of pathways including VCE Studio Art.

Students will explore:

- How has the idea and message of art changed throughout history?
- What techniques and methods can I use to communicate my idea or message?
- What formats can I use to present my art?

VICTORIAN CURRICULUM

Discipline-based Learning:

Visual Arts

THEATRE AND DRAMA

In Theatre and Drama, students will explore the nature of performance and how people express themselves through dramatic pieces. Students will develop an understanding of two styles of Theatre and Drama, with one of these styles being Youth Theatre. They will gain an understanding of the theatrical conventions and contextual influences of these styles, and show this through their own performances. Students will be given the option of writing their own pieces for performance, or using pieces that have already been written, as well as having the opportunity to focus on stagecraft other than acting. Students will see a piece of live, professional, theatre, gaining an understanding of what it means to be an audience member. This unit prepares students for a range of pathways including VCE Theatre Studies.

Students will explore:

- The application of Theatrical/Dramatic Styles
- The use of acting, direction and design stagecraft
- The nature of theatrical analysis

VICTORIAN CURRICULUM

Discipline-based Learning:

Drama

VISUAL COMMUNICATION DESIGN

In Visual Communication Design students will explore how visual language is used to communicate ideas and messages. Students will refine their skills in responding to a set brief and the importance of fulfilling set criteria. Students will learn both manual and digital presentation methods and drawing conventions. Students will investigate the three main design fields of Environmental, Industrial and Communication design. Students will also refine their documentation and annotation skills using a visual diary. This unit prepares students for a range of pathways including VCE Visual Communication Design.

Students will explore:

- How has the nature of design changed throughout history?
- How can we use visual language to communicate?
- How can I create designs based on a particular design field?

VICTORIAN CURRICULUM

Discipline-based Learning:

Visual Communication Design

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