Years 7 - 8

Curriculum Handbook

DE LA SALLE
COLLEGE – MALVERN

Introduction

Message from the Assistant Principal – Learning & Teaching

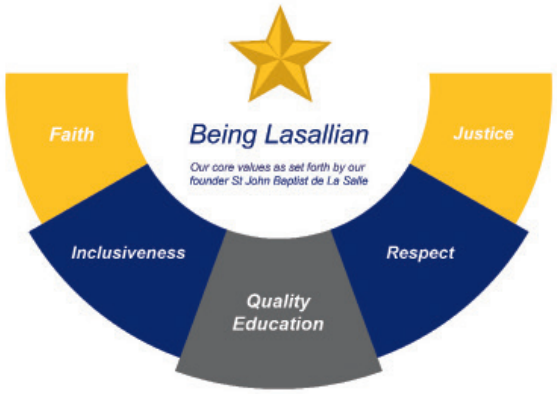
Reflected in the content of the following pages are the mission and values of Lasallian education, supporting a comprehensive education which attends to the needs of students with a range of abilities and talents.

The mandated curriculum in Victorian schools, the Victorian Curriculum, describes the essential entitlement of students from Foundation to Year 10. Adoption of this framework has led to the progressive review of arrangements related to organisational structures, subject offerings, pedagogical practices and assessment and reporting.

Similarly, the adoption and increasing assimilation of digital learning tools in recent years has had a profound impact on learning and teaching. Ubiquitous access to mobile technologies for teachers and students has enabled research, collaboration, communication and content creation in ways which have not been previously possible. Teachers have populated the College's electronic learning management system, OLLIE, with learning and teaching resources, enabling students to engage with learning tasks in a way which does not depend exclusively on the lock-step of traditional classroom teaching practices. Parents are also drawn into the progression of learning, having access to activities and results throughout the academic year.

Drawing from the Victorian Curriculum and the Archdiocese of Melbourne's Religious Education Curriculum frameworks in the compulsory years, and the VCE, VM and VET in the post-compulsory years, the 2026 Handbook describes arrangements for the learning and teaching program for years 7 to 12 at De La Salle College, for the coming academic year. It is designed to provide information for students and parents to help make informed choices about selecting courses of study. When used well, the Handbook will act as a reference and companion text for the critical discussions between students, parents and teachers in deliberating about subject selections and future pathways.

Rob Bonnici
Assistant Principal – Learning & Teaching



Mission

De La Salle College is a Catholic boys' College based on the teachings of Jesus Christ, in the tradition of St John Baptist de La Salle. We are committed to inspiring a life of faith, learning leadership and service.

Vision and Philosophy

To be an outstanding school striving for excellence and innovative academic achievement in a supportive community, to best prepare young men for our world. A Lasallian school offers a human and Christian education which enables our students to discover their potential and their mission in a community of faith. A Lasallian education prioritises service to the poor and the marginalised, and emphasises respect for all.

Values

At De La Salle College we are committed to our faith, our educational community and our spirit of service and compassion. Our Lasallian charism guides, nurtures, challenges and encourages all our endeavours. We value our role in the international Lasallian network and strive for meaning, relevance and creativity to deliver a quality education for our young men in a 21st century environment. We practice the five core principles as set forth by St John Baptist de La Salle:

1. Respect for all people:
   We honour and respect the dignity of all individuals.
2. Quality education:
   We engage in quality education together as Students and staff by thinking critically and striving for personal best.
3. Inclusive community:
   We celebrate diversity and welcome all members to our community.
4. Concern for the poor and social justice:
   We are in solidarity with the poor and advocate for those without a voice.
5. Faith in the presence of God:
   We believe in the living presence of God in our Students, in our community and in our world.

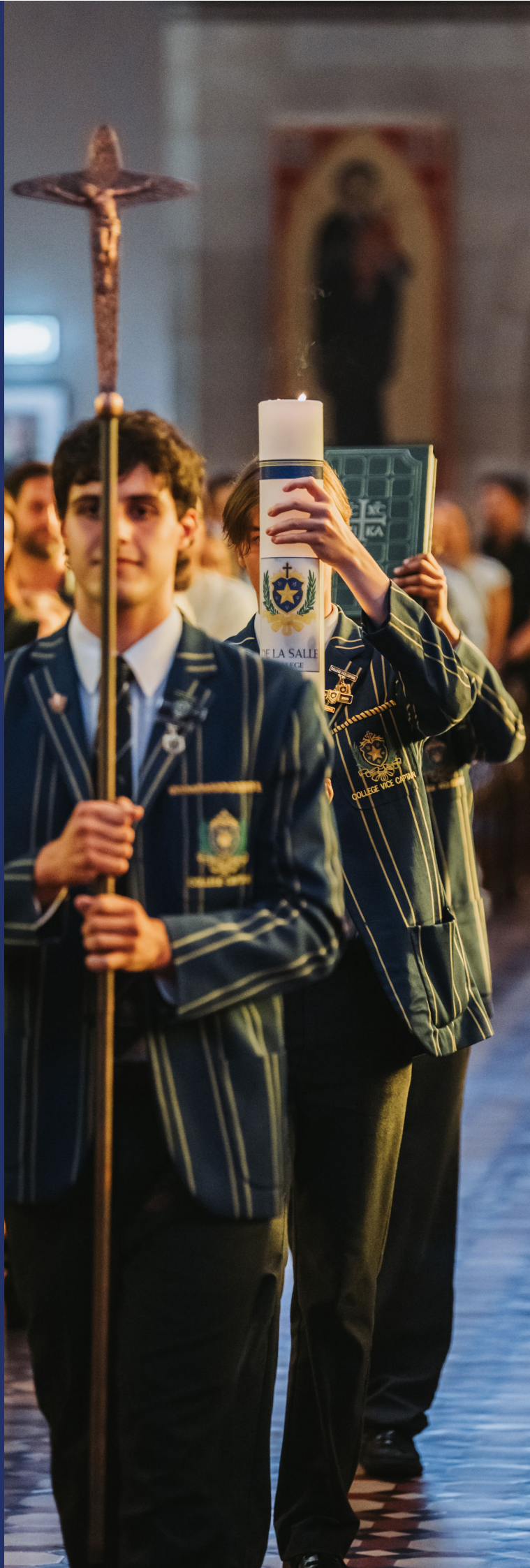
A Statement on Australian Democratic Principles

At De La Salle College we recognize that the school plays avital role in advancing democratic ideals and principles. For democracy to continue to thrive, children must be taught democratic ideals and principles and to value its way of life. De La Salle College will explicitly and implicitly support and promote the principles of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Through our curriculum and extracurricular programs, De La Salle College will prepare our children to become citizens whowill preserve and shape democracy in the future. Democraticvalues will be taught explicitly in the curriculum and implicitlyl in the child's experience of the school, from classroom practice, and from what is taught to how it is taught.

Contents



Curriculum Overview - Years 7 and 8

Year 7 and 8 Core Subjects

English	Mathematics	Science
Religious Education	History	Health and Physical Education
Geography	Italian	French
GROW		

Elective Subjects

Drama	Music
Art	Design and STEM

Immersion or ACC Electives

Active Citizenship	Chess	Choconomics
Crime and Punishment	Exercise and Movement	Film Scoring
Funny About That	Game Development	RoboCode
Taking Off	Urban Impact	ACC Representative Sport

Grow Program

De La Salle College recognises that as our students progress through the College, their social and emotional wellbeing is vital to their success and growth as capable and confident young people.

The GROW (Growing Responsibility for my Own Wellbeing) program is designed to equip students with the skills and knowledge to develop their own wellbeing across a number of areas. As a school community, De La Salle College embraces the opportunity to empower students to meet any challenges they may face, both inside and outside of the classroom.

Aims

Through the use of the Resilience, Rights and Respectful Relationships curriculum material and the College's partnerships with external organisations, such as The Black Dog Institute, Elephant Ed, Man Cave, Braingrow and Headspace, the GROW Program aims to expose students to a range of real life situations within a supportive and caring environment so that they may develop into confident and resilient young men who are prepared for life's challenges.

GROW is:

- A wellbeing program that is targeted at each Year Level specifically.
- A program that utilizes the expertise and knowledge of De La Salle teachers.
- A program that is meaningful and engaging.
- A program that encompasses Positive Psychology and Respectful Relationships.
- A program that has been shaped by student input and voice.

More specifically, the program aims to:

- Create and celebrate a sense of connection, community and brotherhood amongst students, and staff.
- Promote and develop the qualities of resilience, openness, reflectiveness, growth mindset, positivity, and purpose.
- Assist students to recognise and express emotions appropriately.
- Allow students to acknowledge their personal qualities and achievements.
- Foster an understanding in students of themselves as learners, with the self discipline to work independently and show initiative.
- Help students to develop the skills to communicate effectively and work collaboratively, making decisions, and negotiating and resolving conflict.
- Create opportunities for students to be mentored by, and mentor, fellow students.
- Allow students to develop leadership skills.

Topics

The Resilience, Rights and Respectful Relationships program embedded within GROW covers eight topics of Social and Emotional Learning across all levels of secondary education.

1. Emotional Literacy
2. Personal Strengths
3. Positive Coping
4. Problem Solving
5. Stress Management
6. Help Seeking
7. Gender and Identity
8. Positive Gender Relations

Year 7 Focus

- Organisation
- Cyber Safety
- Braingrow
- Respectful Relationships
- Big Brother, Little Brother

Year 8 Focus

- Building a positive culture and supportive community at Holy Eucharist
- Futures program
- Gender, respect, and safety

Gifted and Talented Education Program

At De La Salle College, our specialised programs ensure our students are appropriately challenged and supported throughout their school years. Research has found that gifted students have an increased chance of disengagement and marginalisation if they aren't provided enriching learning environments. Therefore, the aim of this program is to cater for the diverse range of gifted and talented students at the college to further develop and support their abilities. We recognise that gifted and talented students have specific education needs and that it is imperative they are challenged, extended, and inspired in ways tailored to their individual needs. The GATE Program is designed to respect the dignity of each student, and celebrate the diversity of their gifts.

Aims

To enhance the education of our gifted and talented students, by:

- Developing structures that will allow the college to accurately assess the range and level of exceptional abilities in students
- Developing and running individualised pastoral and curricular support programs for students identified by the above mentioned assessment structures
- Offer internal and external avenues for students to showcase their abilities at local, national and international levels

Description of the Program

A range of curricular, co-curricular and mentoring opportunities are available that are tailored to match the distinctive needs of the individual student. This allows the development of talents in specific domains while pursuing mainstream curricula in other subjects.
The GATE Program encourages students to explore alternative ways of learning that may not occur in the mainstream classroom. It is individualized to ensure that the learning that occurs extends the students within the program in subjects they excel in and supports them to build confidence and capacity in others where required. It also provides high-achieving students to work in a group of like-minded peers on a series of exciting academic programs and challenges. The opportunities that may be offered include:

- Differentiated content, processes and/or tasks to challenge gifted and talented students
- STEM-based electives offering hands-on learning such as Robotics and Computer Programming
- Mentorship opportunities via the CSIRO Scientists in Schools Program
- Subject acceleration across specific key learning areas in Year 9, 10 and 11
- Diverse co-curricular options that provide further avenues for gifted and talented students to be challenged through music, drama, art, debating, immersion programs, lunch clubs, as well as sport.

As well as preparation for external competitions such as:

- Tournament of Minds
- Da Vinci Decathlon
- AMT 3 week and 16 week Mathematics Enrichment Competition
- Big Science Competition
- Australian History Competition

And external support programs such as:

- The Victorian Association for Gifted and Talented Children Activities
- CSIRO Student Research Scheme

Through this program, De La Salle College aims to enable exceptionally able students in a community of faith and excellence to achieve their full potential with integrity and distinction.

Identification and Eligibility

Giftedness is defined as the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers. Domains may be verbal/linguistic, mathematical/spatial, musical, kinaesthetic or creative. Talent is defined as the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field.

A comprehensive points based assessment criteria will be used to ascertain a student's eligibility for this program. Evidences such as Grade 5 Reports, Grade 5 NAPLAN, Grade 6 ALLWELL, Teacher, Student and Parent Questionnaires, Cognitive Assessments and Psychological profiles (when available) will be collected and assessed by a teacher panel to establish individualised support structures for students who have been identified as gifted in one or more learning domains.

Reporting and Assessment

Student attendance in and completion of enrichment programs will be reported upon by the GATE Coordinator through a portfolio of evidence built by the students to reflect on their goals set for the academic year. This document will be forwarded to the parents and subject teachers in the following year.

Literacy Support

The Literacy Support Program provides an opportunity for students to improve and enhance their literacy skills through participation in a targeted small group setting with Special Education/ Specialist English teachers.

Aims

The Literacy Support Program aims to:

- Improve students' decoding and fluency skills
- Develop the students' individual levels of comprehension
- Develop the students' ability to write in different genres and forms
- Improve the students' punctuation and grammar skills

Description of Program

- The Literacy Support Classes in Years 7 and 8 consist of 5 periods per fortnight and take the place of Language subjects. The program is one of intervention, focusing on strengthening the students' word knowledge and literacy skills.
- In Years 9 and 10, teachers focus on developing students' reading comprehension skills and written expression. Skills such as summarising, note-taking, identifying main ideas, character studies, analysing themes and answering comprehension questions are taught. Structured paragraph planning and writing is also facilitated.

Identification and Eligibility

- Incoming Year 7 students attend an assessment morning conducted by Academic Assessment Services. The data from their results is used, in conjunction with past NAPLAN results, school reports, and other information to determine those students who are experiencing difficulties in their literacy skills. Students who score within the Stanines 1 to 3 in the areas of Reading, Writing and/ or Spelling are considered for a position in the Literacy Support Groups.
- During the school year, teachers may refer students to the Education Support Team for testing with a view to entering the Literacy Support Program. If students meet the criteria of functioning at a Below Average level in Comprehension and/or Reading, they will be considered for a position in the Literacy Support class, if one is available.
- Some students in the Year 8 Literacy Support Program may be identified for continued support into Year 9. These Students will be offered a position in the Literacy Support Program in Year 9.
- Literacy Support is offered as a elective in Year 10. Students may select Literacy Support during the subject selection process. Their eligibility will then be assessed by their English Teacher, members of the Education Support Team, and the English Learning Area Team Leader.

Reporting and Assessment

- Through observation, anecdotal evidence, work samples and formal testing, the students' progress is tracked, and improvements noted.
- Formal testing materials regularly used are: PAT-R Spelling, Vocabulary, Comprehension, Grammar and Punctuation.
- An assessment of learning outcomes is completed at the end of each semester and incorporated into each student's formal end of semester report. These are discussed at Parent/Teacher/Student interviews.

Numeracy Support

Description of Program

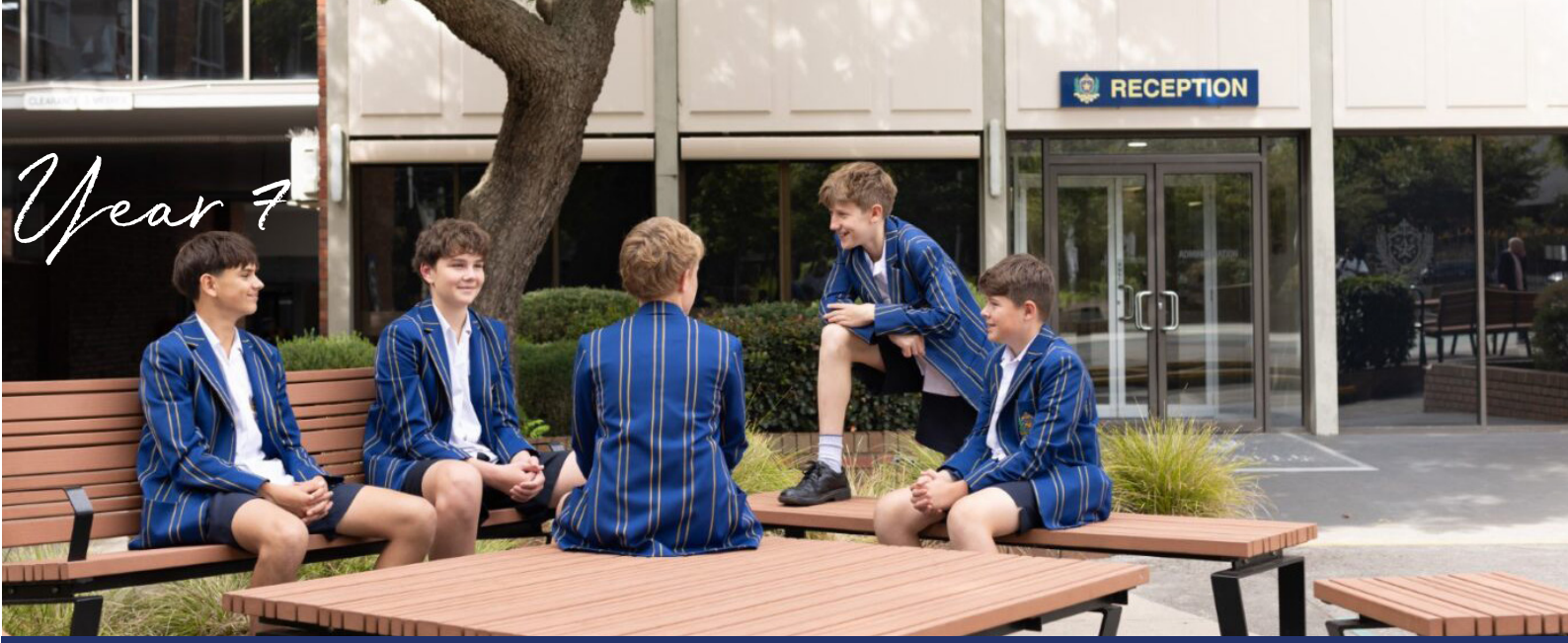
The Numeracy Support Program provides an opportunity for students to strengthen their numeracy skills in a targeted small group setting (maximum of 15 students) led by a mathematics teacher. In Years 7 and 8, students follow the standard Mathematics curriculum while revisiting key concepts from previous years as needed, with the goal of reintegrating them into mainstream classes where appropriate. In Year 9, the program diverges from the mainstream Mathematics curriculum and continues to focus on developing core numeracy skills.

Identification and Eligibility

Students will initially be offered a place in the Numeracy Support Program based on the Academic Assessment Services tests conducted prior to starting De La Salle College at Year 7, or by teacher recommendation for Years 8 and 9 students. Progress will be carefully monitored throughout the year, ongoing enrolment in the program is reviewed at the conclusion of each term at Year 7, and at the end of each semester at Years 8 and 9. These reviews will be based on teacher judgement and performance in assessment tasks.

Assessment

Students will complete assessment tasks similar to those in the mainstream Mathematics course while being adapted to match the level of the work covered in the Numeracy Support classes.



Year 7

English

Description of Program

The Year 7 English course is structured around three language modes: reading and viewing, writing, and speaking and listening.

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Students develop an understanding of how texts are influenced by context, purpose and audience. Literary texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres. They involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore a range of themes and represent a variety of perspectives. Students engage with these texts independently and through group discussion. Students develop knowledge about a range of strategies for reading through teacher guided interpretation, as well as in peer led literature circles.

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. In Year 7 English, students will develop competence in the writing of analytical text response essays, as well as producing a folio of creative works in different forms and genres. This mode involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a capacity to discuss language conventions and use.

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. Students will have the opportunity to present their own research and opinion on a contemporary social issue.

Learning Standards

Reading and Viewing

- Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- Understand how the choice of language features, images and vocabulary affects meaning.
- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Writing

- Understand how the selection of a variety of language features can influence an audience.
- Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- Create texts showing how language features, text structures, and images from other texts can be combined for effect.
- Create structured and coherent texts for a range of purposes and audiences.
- Demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation when creating and editing texts.

Speaking and Listening

- Listen for and explain different perspectives in texts.
- Make presentations and contribute actively to class and group discussions, using language features to engage the audience.

Assessment

- Writing of creative, persuasive, informative, analytical, evaluative, and descriptive responses to texts
- Oral and multimodal presentations
- Language and literacy tests
- Individual and group tasks

Art

Description of Program

Students explore traditional arts forms and styles to develop understanding of the concept of style. Students apply their art knowledge and, with guidance, produce a folio of finished artworks, selecting and using a range of contemporary and traditional media, materials, equipment and technologies.

Students experiment with imaginative and innovative ways of generating ideas and manipulating arts elements, principles to explore the potential of ideas, gaining inspiration from a broad range of sources, including artworks from different cultures, styles and historical contexts.

Learning Standards

Explore and Express Ideas

Students explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. They explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.

Visual Arts Practices

Students experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing art works and documenting artistic practice.

Present and Perform

Students create and display artworks, describing how ideas are expressed to an audience.

Respond and Interpret

Students analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences. They identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Assessment

Visual Diary

Students record the inspiration for their works as well as the development of each project.

Folio of practical work

Students present their completed artwork

Analysis of Artworks

Students explore and discuss how artists have used Art elements such as colour and texture in the construction of their work. They also investigate how these artists have utilised the same approaches that they themselves have used in class to produce their own work, such as perspective.

Year 7 Music

Description of Program

Year 7 students learn to play a musical instrument (one of violin, cello, flute, clarinet, saxophone, trumpet, trombone, bass guitar or percussion) in small tutorial groups before combining to form a concert band or string ensmeble. They explore instrument care, assembly and making a sound. Students develop tone control along with theory skills of rhythm and pitch reading. They learn how to follow the conductor in a band setting and listen to the musical connection between parts of the ensemble. All students perform at the Semester Junior Concert.

Learning Standards

Explore and express ideas

Students experiment with elements of music using instruments in the band setting

Respond and interpret

Students develop listening skills, theoretical understanding of musical notation and musical concepts, and technical performance skills on their instruments.

Present and perform

Students rehearsal and perform in solo and group contexts.

Drama

Description of Program

Students learn about the performance styles of physical theatre and commedia dell'arte. They work collaboratively to research, brainstorm, improvise, rehearse, and refine group performances using conventions of both styles. Students learn how to build and hold tension in their performances and continue to develop their ability to use a range of expressive vocal and movement skills. Students begin to learn about the relationship between actors and the audience and how this can be different in different performance styles and contexts. Students begin to document their process of creating their own performances and analyse the performances of others.

Learning Standards

Explore and Express Ideas

Students develop characters and situations in their drama and explore how to convey status, relationships, and intentions. They combine a range of different dramatic elements in their performance.

Drama Practices

Students plan, structure and rehearse their performances. They begin to refine their expressive use of voice and movement to communicate ideas and the dramatic action.

Present and Perform Drama

Students perform devised and scripted drama to engage their class, maintaining commitment to their role and applying performance areas such as costume, props and set.

Respond and Interpret

Students begin to analyse how elements of drama have been used in their own and others' performances. They identify features performances from different contexts.

Assessment

- Performance Journal
- Physical Theatre Performance
- Commedia dell'Arte Performance
- Performance Analysis

French and Italian

Description of Program

This is a semester-based course where students study one language per semester. They are provided with basic grammatical and oral structures in the French and Italian languages. They start to gain knowledge of the geographical and cultural features of France and Italy through various activities, students will develop socio- cultural understandings and an appreciation of at least two other cultures.

Students understand and use the language within the world of their experiences on a variety of topics from the print and electronic media. Students read a range of texts about aspects of French and Italian culture and draw comparisons with our own Australian culture. They talk and write in simple terms about themselves, their likes and dislikes, family, friends, food, their daily routine and leisure activities. They interact with others by listening and responding to simple questions in the target language.

Learning Standards

Communicating Socialising, Informing, Creating, Translating, Reflecting

Students learn the knowledge, skills and behaviours relevant to the specific language. They become familiar with pronunciation and are able to exchange simple information on aspects of their immediate world. They introduce and talk about themselves and family members and greet and farewell others. They create their own texts using simple sentence structures and develop language to interact with their peers. Students begin to use different communication modes and different text genres to convey their message in the language.

Understanding Systems of Language, Language Variation and Change, Role of Language and Culture

Students learn to recognise patterns within the language and are able to discuss and describe features of the language. They learn how to make simple observations about the relationship between language and culture, particularly through comparing what they learn with the English language. They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the processes involved in using different languages and developing their capability as learners of a language.

Assessment

- Listening and Responding in English/French/Italian
- Reading and Responding in English/French/Italian
- Speaking in Italian/French
- Writing in Italian/French

Geography

Description of Program

Year 7 Geography involves the study of processes that influence the characteristics of places around the world.

Water in the World

This draws on the concepts of change, interconnection, scale and sustainability to investigate how water moves through the environment, and is valued, used and managed in Australia and other parts of the world.

Place and Liveability

This draws on the key geographic ideas to examine different types and functions of communities and the liveability of places in Australia and overseas.

Geographical Concepts

This introduces students to the key geographic ideas of space, place, interconnection, change, environment, sustainability and change.

The content at this year level is organised into two strands: Geographical Knowledge and Geographical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Geographic Concepts and Skills

Students will:

Geographical inquiry

- Develop questions for a geographical inquiry related to a phenomenon, issue or challenge
- Collect, organise and process information and data from primary and secondary sources, including field-work, and using geospatial technologies and digital tools as appropriate
- Represent and describe information and data using a range of formats, including maps constructed with geospatial technologies
- Interpret and analyse information and data to identify similarities and differences and explain patterns, relationships and trends

Concluding and Decision Making

- Consider ethical values and draw evidence-based conclusions based on the evaluation of the information and data on a geographical phenomenon, issue or challenge using the concepts of space, change, interconnection and environment
- Identify a strategy for action in relation to environmental, economic, social or other factors, explain potential impacts and develop appropriate actions

Communicating

- Create and present explanations and responses, using geographical knowledge, concepts and methods, and referring to sources

Geographic Knowledge

Water in the World

Students will investigate:

- The environmental resources and the forms that water takes as a resource.
- The ways that flows of water connect places as they move through the environment and the ways this affects places.
- The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences.
- The nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa.
- The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of place.
- The causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future.

Place and Liveability

Students will investigate:

- Factors that influence the decisions people make about where to live and their perceptions of the liveability of places.
- Influence of services and facilities; and environmental quality, on the liveability of places.
- Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places.
- Influence of social connectedness and community identity on the liveability of places.
- Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.

Assessment

- SPICESS Project: Hydrological Hazard
- Water in the World Fieldwork Report Poster
- Liveability Oral Presentation or Debate
- Semester Average for OLLIE Quizzes
- Semester Test

Pathways

- Year 8 Geography

History

Description of Program

Year 7 History involves the study of how people lived in the past, and the events they experienced. The study focusses on the societies that existed from the earliest known human communities (60,000BC) to the end of ancient times (650AD). Questions are asked about the ancient past, why and where the earliest societies developed, how people lived in ancient, and what have been the legacies for our time. The course is structured around a study of Ancient Australia and the civilisations of Ancient Rome.

The content of this year level is organised into two strands: Historical Knowledge and Historical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Historical Concepts and Skills

Students will:

Historical questions

- develop and use historical questions to inform historical investigations
- Chronology
- sequence significant events, individuals, ideas and developments chronologically to explain continuity and change and causes and consequences
- Using historical sources
- explain the features, content and context of historical sources
- analyse the value of sources for use as evidence to explain historical significance, continuity and change, and causes and consequences
- explain the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources
- analyse historical interpretations and debates
- Continuity and change
- explain continuity and change
- Causes and consequences
- explain the causes and consequences of significant events, individuals, ideas and developments and their contribution to continuity and change
- Historical significance
- analyse the significance of individuals, events, sites, developments and/or cultural achievements
- Communicating
- construct historical interpretations using appropriate historical concepts, terms, knowledge, conventions and evidence from historical sources

Historical Knowledge and Understanding

Aboriginal and Torres Strait Islander Peoples' knowledge and understanding (Deep time to the modern era)

Students will investigate:

- the diversity of Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of the creation of Country and Place and people in oral accounts, stories and artworks
- Aboriginal and Torres Strait Islander Peoples' responses to environmental processes and changes during Deep Time
- the features and structures of Aboriginal and Torres Strait Islander communities and their continuity and change over time, such as connection to Country and Place, spirituality and kinship systems
- significant Aboriginal and Torres Strait Islander Peoples' beliefs and values that shaped, and continue to shape, everyday life, such as the relationships with Country and Place, land, trade, technologies and stories
- cultural protocols for maintaining and preserving Country and Place, ancestral remains, cultural artefacts and artworks and shared responsibility for their maintenance, continuing use and preservation
- changing evidence and interpretations of Aboriginal and Torres Strait Islander Peoples as the world's oldest continuous cultures

Ancient societies (10,000BCE- 600CE)

Students will investigate:

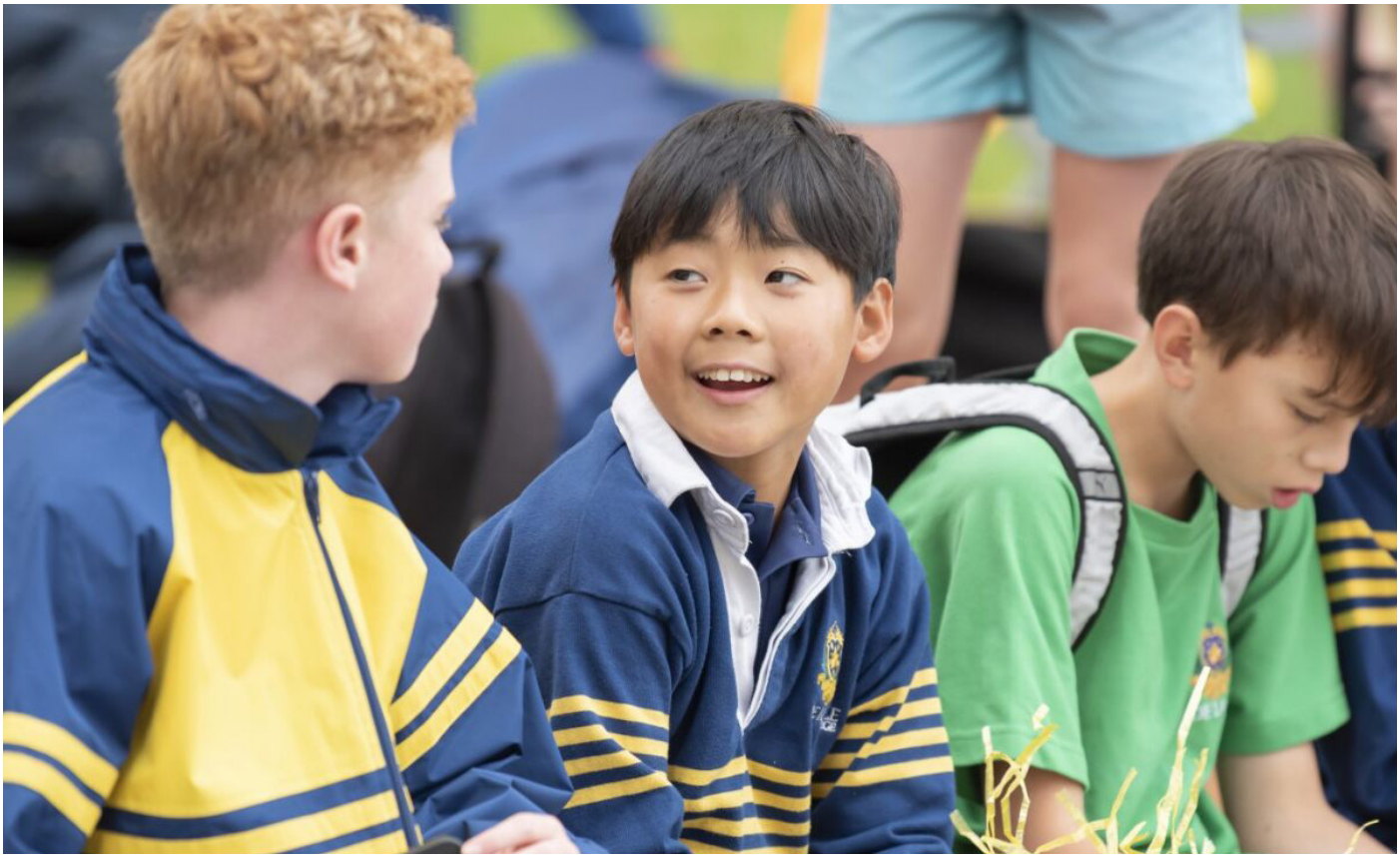
- the influence of the physical environment on the development of an ancient society
- features and organisation of ancient societies, significant groups, their perspectives and their roles in influencing and changing society
- significant beliefs, values, places and practices of an ancient society and their continuity and change over time, such as everyday life, worldviews, warfare, or death and funerary customs
- significant events or turning points in an ancient society and their contribution to continuity and change
- causes and consequences of contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties
- the role, contribution and achievements of a significant individual or group to change an ancient society
- interpretations of the significance of an ancient society and/or individual and their legacies

Assessment

- Lake Mungo Man and Lake Mungo Women Investigation
- Ancient Australia Document Analysis
- Ancient Rome Document Analysis
- Semester Average for OLLIE Quizzes

Pathways

- Year 8 History



Health and Physical Education

Description of Program

The Health, Knowledge and Promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harm associated with particular situations or behaviours. The Movement and Physical Activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

Learning Standards

Health Knowledge and Promotion

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Focus areas addressed in Year 7 include:

- Health Benefits of Physical activity
- Safety
- Introduction to fitness components
- Games and sport

Movement and Physical Activity

Students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students use strategic thinking, communication and ICT to enhance performance.

Focus areas addressed in Year 7 include:

- Games Sense
- Lifelong physical activities
- Rhythmic and expressive movement activities in gymnastics
- Swimming

Assessment

Practical-based assessment:

- Net/Wall games
- Invasion games
- Striking/fielding games
- Target games

Theory based assessment:

Semester 1
Safety assignment

Semester 2
Benefits of physical activity assignment

Mathematics

Description of Program

The Year 7 Mathematics course builds on each student's prior learning and experiences. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Learning Strands

Content will be drawn from the six strands of the Victorian Curriculum:

- Number
- Algebra
- Space
- Measurement
- Statistics
- Probability

Topics

- Whole Numbers
- Data Assignment
- Number Properties
- Fractions
- Algebra
- Decimals
- Probability
- Geometry
- Equations
- Measurement

Assessment

- Pre-tests
- Topic tests
- Quizzes
- Problem-solving tasks
- Semester two examination

Numeracy Support

Description of Program

The Numeracy Support Program serves as a targeted intervention, allowing students the opportunity to achieve minimum standards in Mathematics. Students work in small classes (maximum of 15 students), with an emphasis on improving their mathematical skills.This program is scheduled concurrently with Year 7 Mathematics, meaning students attend Numeracy Support instead of the standard Mathematics class.The goal is to reintegrate students into the regular Year 7 Mathematics class when possible.

The Year 7 Numeracy Support course focuses on enhancing students' skills in numbers, fractions, decimals, and percentages, as well as introducing them to the language of algebra. The Numeracy Support Program follows the same format as the standard class, with additional opportunities for more one-on-one support and hands-on activities.

Students will initially be offered a place in Numeracy Support based on the ALLWELL test undertaken prior to starting at De La Salle College. Movement from the program back to standard Mathematics classes will be reviewed at the end of each term following teacher recommendations. These reviews will consist of teacher judgement (based on available data and professional judgement), formal assessment and parental consent.

Learning Strands

Content will be drawn from the six strands of the Victorian Curriculum:

- Number
- Algebra
- Space
- Measurement
- Statistics
- Probability

Topics

- Whole Numbers
- Data Assignment
- Number Properties
- Fractions
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- Measurement

Assessment

- Pre-tests
- Topic tests
- Quizzes
- Problem-solving tasks
- Semester two examination

Religious Education

Description of Program

Students investigate the idea of Community throughout the year. Each term they delve into a challenging question or statement connected to the theme of the year and are jointly led to some discoveries while also being able to explore their own questions. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.

Reasoning and responding
Focuses on the development of ways of thinking and acting that arise out of Christian knowledge and understanding which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.

Personal and communal engagement
Focuses on the nurturing of spiritual life and the importance of belonging to the faith community. It embraces student articulation and application of learned religious truths and values in their own personal lives and broader communities.

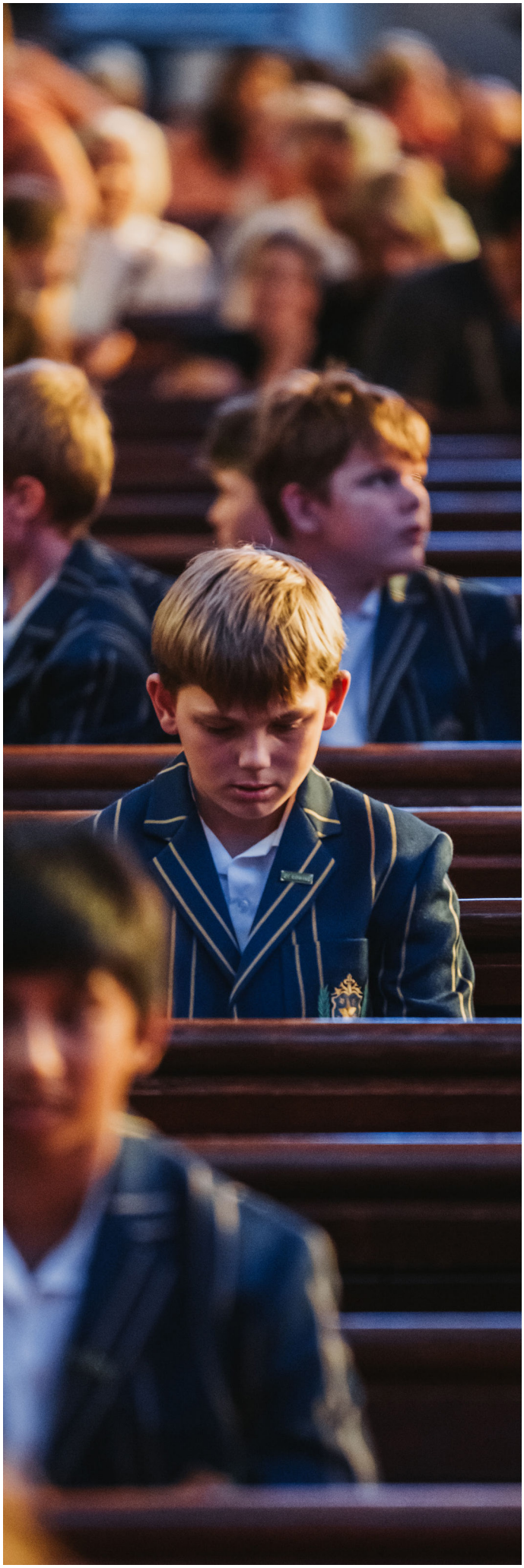
Assessment

Unit assignments and class work

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth and learning. Student dialogue, discussion, observations and/or feedback all provide opportunities to gather rich evidence.

RESource documents on the Melbourne Archdiocese Catholic Schools (MACS) website provide materials to plan, teach, and assess Religious Education. To Know, Worship and Love (KWL) text units are also used with the Religious Education Curriculum.



Science

Description of Program

The Science Curriculum at De La Salle College is based on the Victorian Curriculum which comprises of 3 interrelated strands:

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

Together, the 3 strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science and its concepts, nature and uses through clearly described inquiry practices.

At Year 7 these three strands are incorporated into four topics taught over the year:

- Model of Matter - which introduces students to the field of Science, basic equipment and the laboratory as well as particle view of matter and how to separate substances.
- The Physical World - which introduces the forces that govern our world and how they can be controlled.
- Sorting Out Living Things - which introduces living things and how they are part of a larger living system.
- Our Place in Space – which introduces the Earth–Sun–Moon system's cyclic changes.

Learning Standards

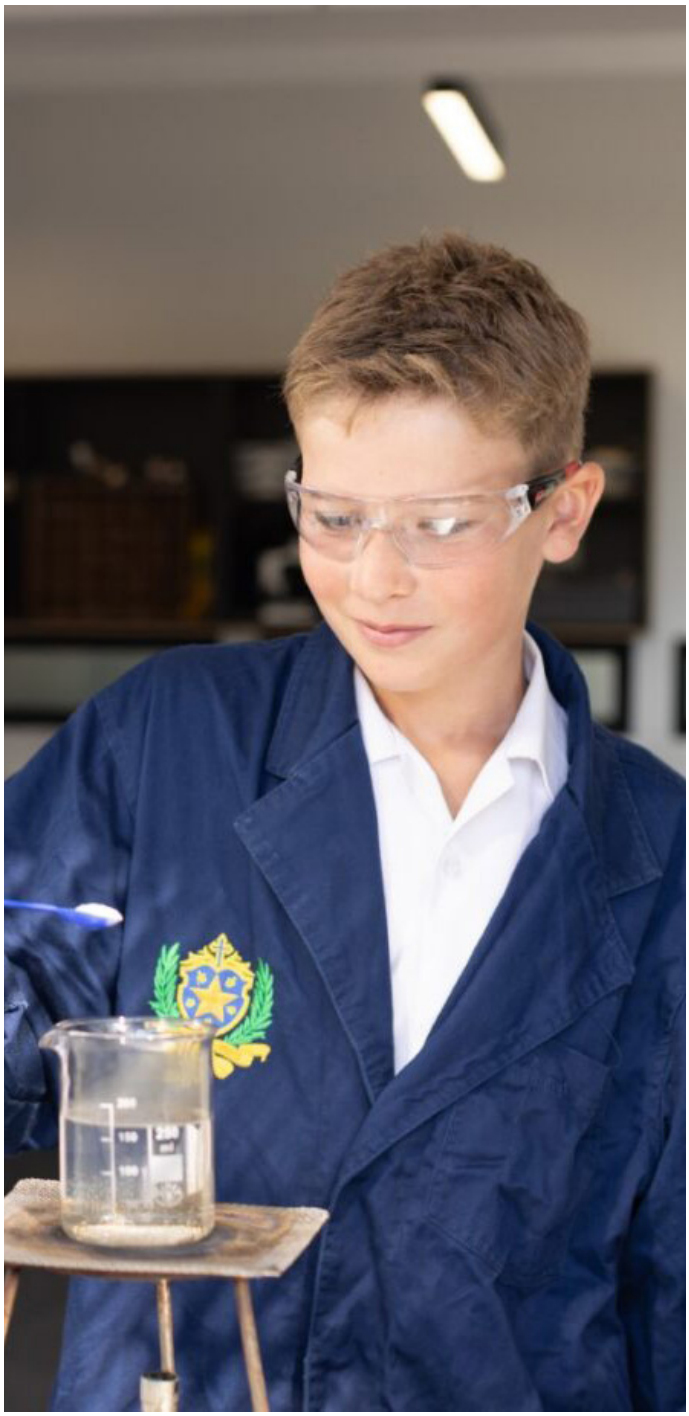
Students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and use real and hypothetical scenarios to interpret and predict the effects of environmental changes. They use the particle and kinetic theories of matter to explain the structure, properties and behaviour of substances. They distinguish between pure substances and mixtures, and design procedures to separate mixtures. They classify and represent matter as elements, compounds or mixtures. They demonstrate how simple machines can be used for a purpose. They represent and explain the effects of forces acting on objects. They model the Earth–Sun–Moon system's cyclic changes to explain the observable phenomena of seasons and tides.

Students develop hypotheses and make reasoned predictions to identify patterns, test relationships and analyse and evaluate scientific models when investigating phenomena at various scales. They conduct a range of scientific investigations and select and use equipment to generate and record data with precision. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They provide science-based explanations for findings, and use evidence to support conclusions and evaluate claims.

Assessment

The work requirements for each topic will remain consistent and include:

- Notebook work: where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- Quizzes: completed regularly throughout each topic.
- Practical work: where students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- Topic tests: where students are expected to relay topic knowledge under test conditions.



STEM - *Technology*

Description of Program

In Levels 7 and 8, students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.

Students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. With greater autonomy, students identify the sequences and steps involved in design tasks and develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks.

Learning Standards

Science – inquiry-based approach that includes:

- Scientific understanding
- Physical sciences
- Planning and conducting
- Analysing and evaluating

Technology – ICT, CNC machinery that include:

- Investigating
- Generating
- Planning and management
- Production
- Evaluating

Engineering – that includes:

- Principles and systems

Mathematics – Logical reasoning, problem-solving skills that include:

- Geometric reasoning
- Measurements and geometry
- Statistics and probability
- Data representation and interpretation
- Linear and nonlinear relationships

Assessment

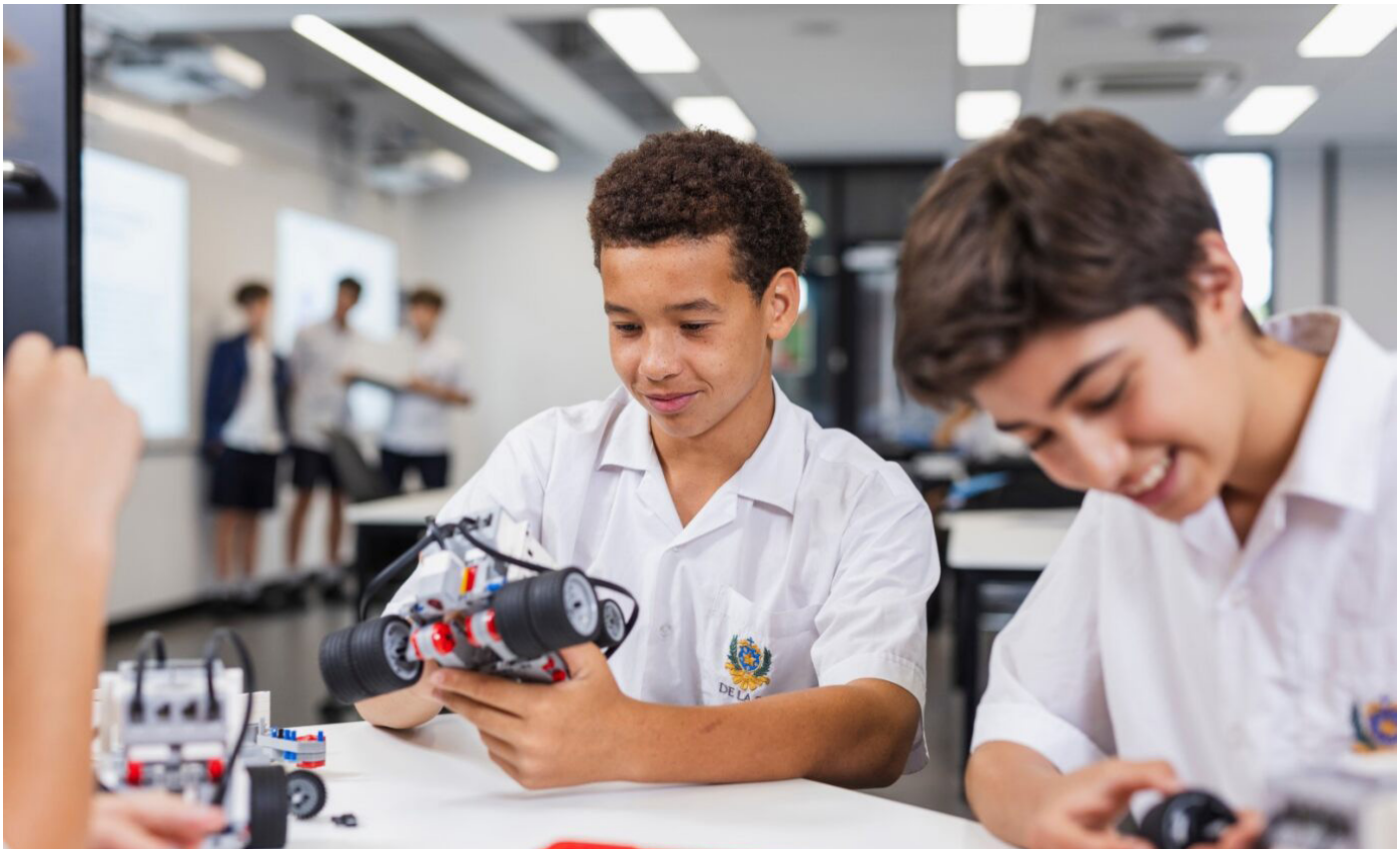
Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

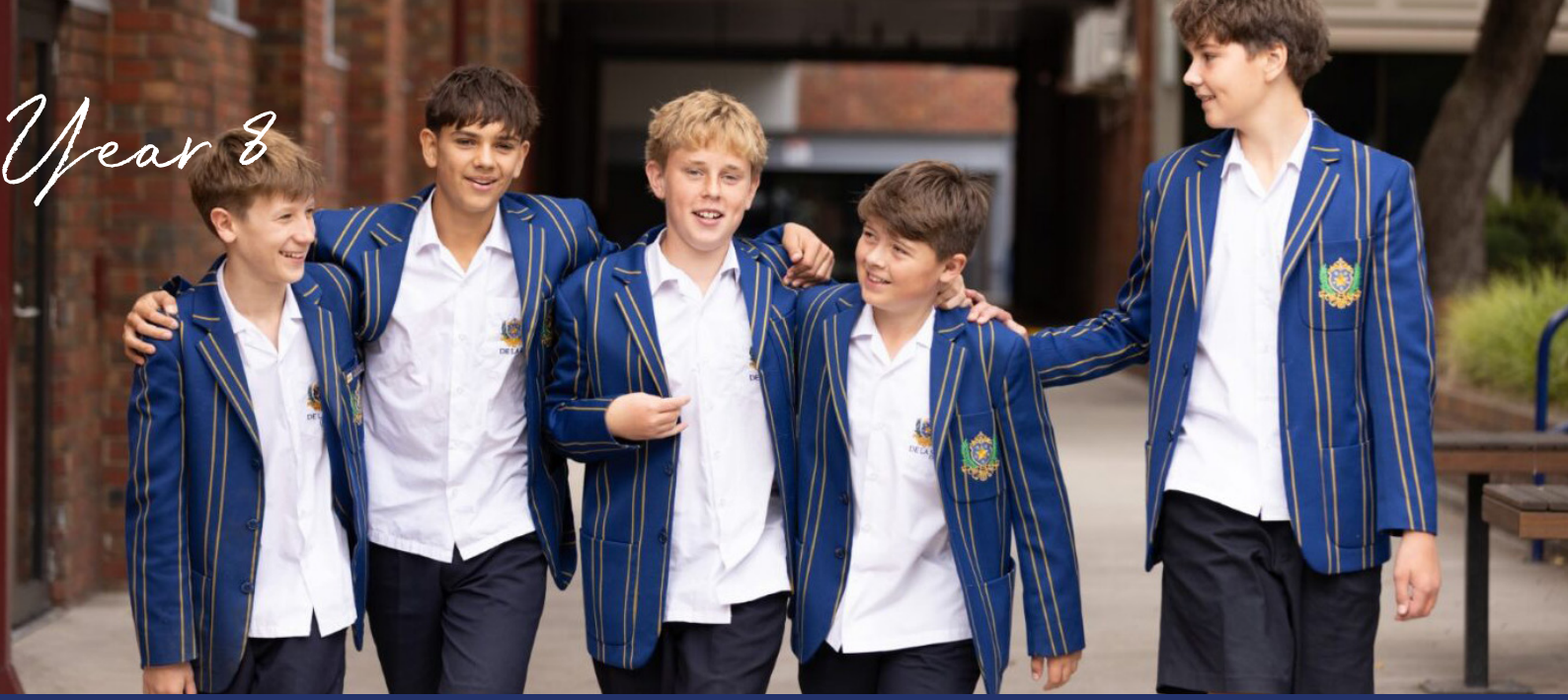
Semester based project that covers the following:

- Investigating
- Generating
- Planning and management
- Producing
- Evaluating

Pathways

- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment





Art

Description of Program
Students use observation and experience to develop artworks which demonstrate a range of skills, techniques and processes. Through the exploration of differing materials and techniques they are able to express their own personal ideas and observations. They study Visual Art practices while communicating their thoughts and ideas through analysis and response to artworks. They will also demonstrate an understanding of artworks from various art movements.

Learning Standards
Explore and Express Ideas
Students explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. They explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.

Visual Arts Practices
Students experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing art works and documenting artistic practice.

Present and Perform
Students create and display artworks, describing how ideas are expressed to an audience.

Respond and Interpret
Students analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences. They identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Assessment
Visual Diary
Students record the inspiration for their works as well as the development of each project

Folio of Practical Work
Students present their completed artworks including a perspective drawing, linocut print and sculpture piece which demonstrates understanding a selected element or principle of art.

Analysis of Artworks
Students explore and discuss how artists have used Art elements and principles such as colour and texture in the construction of their work. They also investigate how artists have utilised the same approaches that they themselves have used in class to produce their own work, such as perspective. Students present a report comparing the artwork created by two selected artists from different art periods.

Pathways
- Year 9 Art
- Year 9 Visual Communication Design

Drama

Description of Program

Students learn about the performance styles of ancient Greek theatre and co-created theatre. They work collaboratively to research, brainstorm, improvise, script, edit, rehearse, and refine group performances using conventions of both styles. Students learn how to vary the rhythm of their performances to create dramatic impact refine their ability to use a range of expressive vocal and movement skills. Students continue to learn about the relationship between actors and the audience and this can be manipulated to a point of co-creating drama with an audience. Students document their process of creating their own performances and analyse the performances of others.

Learning Standards

Explore and Express Ideas

Students develop characters and situations in their drama and explore how to convey status, relationships, and intentions. They combine a range of different dramatic elements in their performance to develop ideas, issues, and themes.

Drama Practices

Students plan, structure, and rehearse their performances in order to refine how they communicate dramatic meaning. They refine their expressive use of voice and movement to communicate ideas and the dramatic action.

Present and Perform Drama

Students perform devised and scripted drama to build an appropriate actor-audience relationship, maintaining commitment to their role and applying performance areas such as costume, props, and set in deliberate ways.

Respond and Interpret

Students analyse how elements of drama have been used in their own and others' performances to convey different meanings. They identify features and purposes of performances from different contexts.

Assessment

- Performance Journal
- Ancient Greek Theatre Performance
- Co-Created Theatre Performance
- Performance Analysis

French and Italian

Description of Program

Students choose one language (from the Year 7 course) to be studied over two semesters - Italian or French.

In the units covered throughout the year, students develop and enhance basic grammar and oral skills in the chosen language.

Furthermore, all language skills – reading, writing, speaking and listening - are presented in a contextualised setting relevant to the experience of the students.

Students understand and use the language on topics related to events of general interest, drawn from other key learning areas and from the print and electronic media. Students also read a range of texts about aspects of the Francophone or Italian culture and draw comparisons with our own Australian culture. Students consolidate their knowledge and skills, as well as broadening their understanding of the language.

They interact with others by listening and responding to more complex questions in the language and are encouraged to appreciate diverse views and beliefs.

Learning Standards

Communicating

Socialising, Informing, Creating, Translating, Reflecting
Students learn the knowledge, skills and behaviours relevant to the specific language. They build on their pronunciation and are able to exchange simple information on aspects of their immediate world. They introduce and talk about themselves, including family members, pets and sports. They create their own texts using simple sentence structures and develop language to interact with their peers. They gradually build more extended text using cohesive devices and are able to use different communication modes and text genres to convey their message in the language.

Understanding Systems of Language, Language Variation and Change, Role of Language and Culture

Students learn to recognize patterns within the language and discuss and describe features of the language. They learn how to make simple observations about the relationship between language and culture, particularly through comparing what they learn in the language to the English language. They identify cultural references in texts and consider how language reflects practices, perspectives and values. Students reflect on the processes involved in using different languages and developing their capability as learners of a language.

Assessment

- Listening and Responding in English/French/Italian
- Reading and Responding in English/French/Italian
- Speaking in Italian/French
- Writing in Italian/French

English

Description of Program

The Year 8 English course is structured around three language modes: reading and viewing, writing, and speaking and listening.

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts produced by Australian authors, and writers working in other times and contexts. Students also develop the skills to analyse persuasive texts, with a focus on advertising strategies and techniques.

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. In Year 8 English, students will develop competence in the writing of analytical text response essays, as well as producing creative works. This mode involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a capacity to discuss language conventions and use.

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. Students will have the opportunity to persuade their audience in formal presentations and engage in structured debates around issues raised by the literary texts studied. They will also provide their opinion on the books that they choose to read during scheduled reading time.

Learning Standards

Reading and Viewing

- Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- Explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- Interpret texts, questioning the reliability of sources of ideas and information.
- Select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing

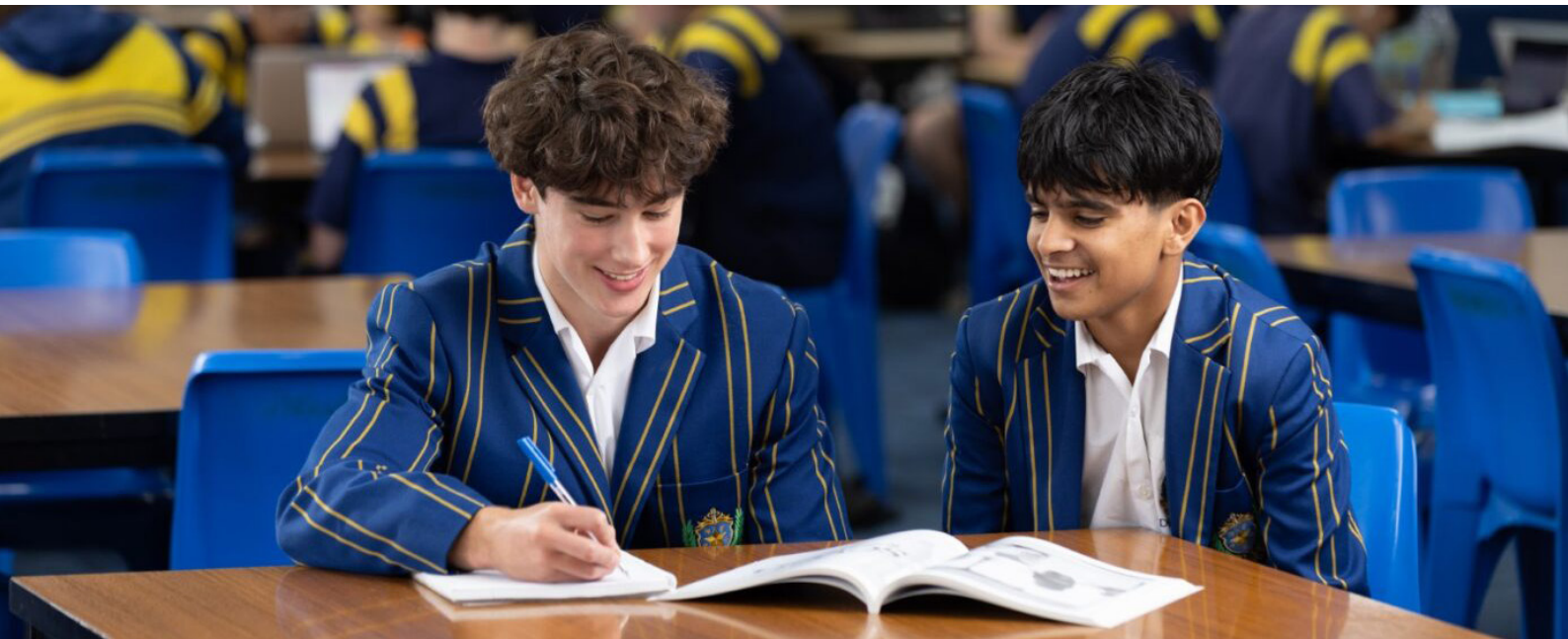
- Understand how the selection of language features can be used for particular purposes and effects.
- Explain the effectiveness of language choices they use to influence the audience.
- Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways.
- Create texts for different purposes selecting language to influence audience response.
- When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences.
- Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

- Listen for and identify different emphases in texts, using understanding to elaborate upon discussions.
- Make presentations and contribute to class and group discussions, using language patterns for effect.

Assessment

- Writing of creative, persuasive, informative, analytical, evaluative, and descriptive responses to texts
- Oral and multimodal presentations
- Language and literacy tests
- Individual and group tasks



Geography

Description of Program

There are two units of study in the Year 8 Geography. Landforms and Landscapes draws on the concepts of change, environment, scale and sustainability to investigate key geomorphological processes and their resulting landforms, hazards and soils, threats posed by human activities and proposed future use of environments. Changing Nations draws on the concepts of change, interconnection, scale, space and sustainability to explore the similarities and differences, advantages and disadvantages in the location, type and features of settlements in geographically large countries including Australia, China and the United States of America.

The content of this year level is organised into two strands: Geographical Knowledge and Geographical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Geographic Skills

Students will:

Geographical inquiry

- develop questions for a geographical inquiry related to a phenomenon, issue or challenge
- collect, organise and process information and data from primary and secondary sources, including field-work, and using geospatial technologies and digital tools as appropriate
- represent and describe information and data using a range of formats, including maps constructed with geospatial technologies
- interpret and analyse information and data to identify similarities and differences and explain patterns, relationships and trends

Concluding and decision making

- consider ethical values and draw evidence-based conclusions based on the evaluation of the information and data on a geographical phenomenon, issue or challenge using the concepts of space, change, interconnection and environment
- identify a strategy for action in relation to environmental, economic, social or other factors, explain potential impacts and develop appropriate actions

Communicating

- create and present explanations and responses, using geographical knowledge, concepts and methods, and referring to sources

Geographic Knowledge

Landforms and Landscapes

Students will investigate:

- Different types of landscapes and their distinctive landform features.
- Geomorphic processes that produce landforms, including a case study of at least one landform.
- The differences in at least one landform in Australia compared to other places and the geomorphic processes involved.
- Human causes of landscape degradation, the effects on landscape quality and the implications for places.
- Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples that influence the significance of places, and ways of protecting significant landscapes.
- Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future.

Changing Nations

Students will investigate:

- The causes and consequences of urbanization
- The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences.
- The reasons for and effects of international migration to Australia.
- The reasons for and effects of internal migration in Australia and China.
- The challenges of managing and planning Australia's urban future.

Assessment

- Overlay Map and Short Answer Questions
- Fieldwork Report
- Geographic Inquiry: Megacities
- Semester Average for OLLIE Quizzes

Pathways

- Year 9 Geography

History

Description of Program

This unit develops the skills and knowledge involved in the study of History. Students learn to describe and analyse key events in medieval societies. They explain features in community life including myths, legends, religious beliefs and culture. They analyse how medieval societies were ruled and describe the contributions of key individuals. Students compare selected aspects of medieval societies in both Asia and Europe.

The content of this year level is organised into two strands: Historical Knowledge and Historical Concepts and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Historical Concepts and Skills

Students will:

Historical questions

- develop and use historical questions to inform historical investigations
- Chronology
- sequence significant events, individuals, ideas and developments chronologically to explain continuity and change and causes and consequences
- Using historical sources
- explain the features, content and context of historical sources
- analyse the value of sources for use as evidence to explain historical significance, continuity and change, and causes and consequences
- explain the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources
- analyse historical interpretations and debates
- Continuity and change
- explain continuity and change
- Causes and consequences
- explain the causes and consequences of significant events, individuals, ideas and developments and their contribution to continuity and change
- Historical significance
- analyse the significance of individuals, events, sites, developments and/or cultural achievements
- Communicating
- construct historical interpretations using appropriate historical concepts, terms, knowledge, conventions and evidence from historical sources

Historical Knowledge

Students will investigate the following:

Medieval Europe & Japan under the Shoguns

- significant social, cultural, economic, environmental and political continuities and changes in the way of life and the roles and relationships of different groups
- causes and consequences of a significant event, development or turning point that contributed to continuity and change
- experiences and perspectives of rulers and ruled, and the interaction between power and/or authority
- the role, contribution and achievements of a significant individual and/or group to change
- historical interpretations of an event, individual, group or institution and its legacies

Assessment

- Medieval Europe Extended Response: Challenges and Advancements
- Document Analysis - Samurai and the Three Unifiers
- Semester Average for OLLIE Quizzes

Pathways

- Year 9 History

Health and Physical Education

Description of Program

The Personal, Social and Community Health dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harm associated with particular situations or behaviours. The Movement and Physical Activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

Learning Standards

Personal, Social and Community Health

Students consider what it means to be physically, socially and emotionally healthy. They investigate different food-selection models such as the Healthy Eating Pyramid and the Australian Guide to Healthy Eating and their characteristics. Students reflect on how they can be used to assist in decisions about food choices and complete an in depth-study of the following units.

Focus areas addressed in Year 8 are:

- Food and nutrition
- Mental health and wellbeing
- Health benefits of physical activity
- Fitness components

Movement and Physical Activity

Students refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. They continue to consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water. Students use strategic thinking, communication and cooperation to enhance performance and begin to set personal goals to improve performance by reflecting on their skill development needs.

Focus areas addressed in Year 8 are:

- Games Sense
- Transferring movement concepts across different sports
- Lifelong physical activities

Assessment

Practical-based assessment:

- Net/Wall games
- Invasion games
- Striking/fielding games
- Target games

Theory-based assessment:

Semester 1

- Nutrition assignment

Semester 2

- Mental Health assignment

Music

Description of Program

Students develop their instrumental performance skills in learning to play and perform a variety of songs on the drum kit, the keyboard and acoustic guitar. They broaden their musical horizons through the focused listening analysis of a wide survey of music from diverse musical cultures and eras. Students also develop their understanding of music theory and aural skills, and develop confidence in their voice through group singing activities.

Learning Standards

Explore and Express Ideas

Students create their own keyboard based composition.

Present and Perform

Students deliver in-class performances on each of 1, drum kit 2, electronic keyboard 3, acoustic guitar.

Music Practices

Students decode and apply music notation, perform set pieces and experiment with improvisation and composition.

Respond and Interpret

Students listen and respond in written form to a wide range of music videos of the featured year 8 instruments (drums, keyboard/piano and guitar).

Assessment

- Solo performances on drum kit, keyboard and acoustic guitar
- Aural and theory written tests

Mathematics

Description of Program

The Year 8 Mathematics course builds on each student's prior learning and experiences. Students engage in a range of approaches to the learning and applying of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. There is a dedicated approach to revision and study skills to prepare for assessments and success in Mathematics.

Learning Strands

Content will be drawn from the six strands of the Victorian Curriculum:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

Topics

- Integers
- Data Analysis
- Fractions, Decimals and Percentages
- Algebra
- Decimals
- Geometry
- Measurement
- Rates and Ratios
- Equations
- Probability
- Linear Graphs
- Transformation and Congruence

Assessment

- Assignments
- Quizzes
- Pre-tests
- Topic Tests
- Problem-solving tasks
- Mathematical Investigations
- Examinations

Numeracy Support

Description of Program

The Year 8 Numeracy Support Program serves as a targeted intervention, allowing students to achieve minimum standards in mathematics. Students work in small classes (with a maximum of 15 students), with an emphasis on improving their mathematical skills. This program is scheduled concurrently with Year 8 Mathematics, meaning students attend Numeracy Support instead of the standard Mathematics class. The goal is to reintegrate students into the regular Year 8 Mathematics class when possible.

The Numeracy Support Program follows the same format as the standard class, with additional opportunities for one-on-one support and hands-on activities.

Year 7 Mathematics teachers will recommend students to join the Year 8 Numeracy Support Program; This recommendation will be based upon work completed in class throughout the year. Movement from the program back to standard mathematics classes will be reviewed at the end of semester one following teacher recommendations. These reviews will consist of teacher judgement (based on available data and professional judgement), formal assessment and parental consent.

Learning Standards

Content will be drawn from the six strands of the Victorian Curriculum:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

Topics

- Integers
- Statistics
- Fractions and Percentages
- Algebra
- Decimals
- Geometry
- Measurement
- Rates and Ratios
- Equations
- Probability
- Straight line graphs
- Transformation and Congruent

Assessment

- Assignments
- Quizzes
- Pre-tests
- Topic Tests
- Problem-solving tasks
- Mathematical Investigations
- Examinations

Religious Education

Description of Program

Students investigate the evolution of religion from a worldwide perspective through to its place within Melbourne. Each term they delve into a challenging question or statement connected to the theme of the year and are jointly led to some discoveries while also being able to explore their own questions. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

Religious Education develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.

Reasoning and responding

Focuses on the development of ways of thinking and acting that arise out of Christian knowledge and understanding, which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.

Personal and communal engagement

Focuses on the nurturing of spiritual life and the importance of belonging to the faith community. It embraces student articulation and application of learned religious truths and values in their own personal lives and broader communities.

Assessment

- Unit assignments and class work

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth and learning. Student dialogue, discussion, observations and/or feedback all provide opportunities to gather rich evidence.

RESource documents on the Melbourne Archdiocese Catholic Schools (MACS) website provide materials to plan, teach, and assess Religious Education. To Know, Worship and Love (KWL) text units are also used with the Religious Education Curriculum.

STEM - Technology

Description of Program

In year 8, students investigate and consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems. Using a range of technologies including graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, story-boards, brainstorming and mind-maps.
They also use a range of symbols and technical terms in a number of contexts to produce patterns, annotated concept sketches and drawings that employ scale, pictorial and aerial views to draw environments.

Learning Standards

Science – Inquiry-based approach that includes;

- Science understanding
- Physical sciences
- Planning and conducting
- Analysing and evaluating

Technology – ICT, CNC machinery that includes;

- Investigating
- Generating
- Planning and management
- Production
- Evaluating

Engineering – That includes:

- Principles and systems

Mathematics – Logical reasoning, problem solving skills that include;

- Geometric reasoning
- Measurements and geometry
- Statistics and probability
- Data representation and interpretation
- Linear and nonlinear relationships

Assessment

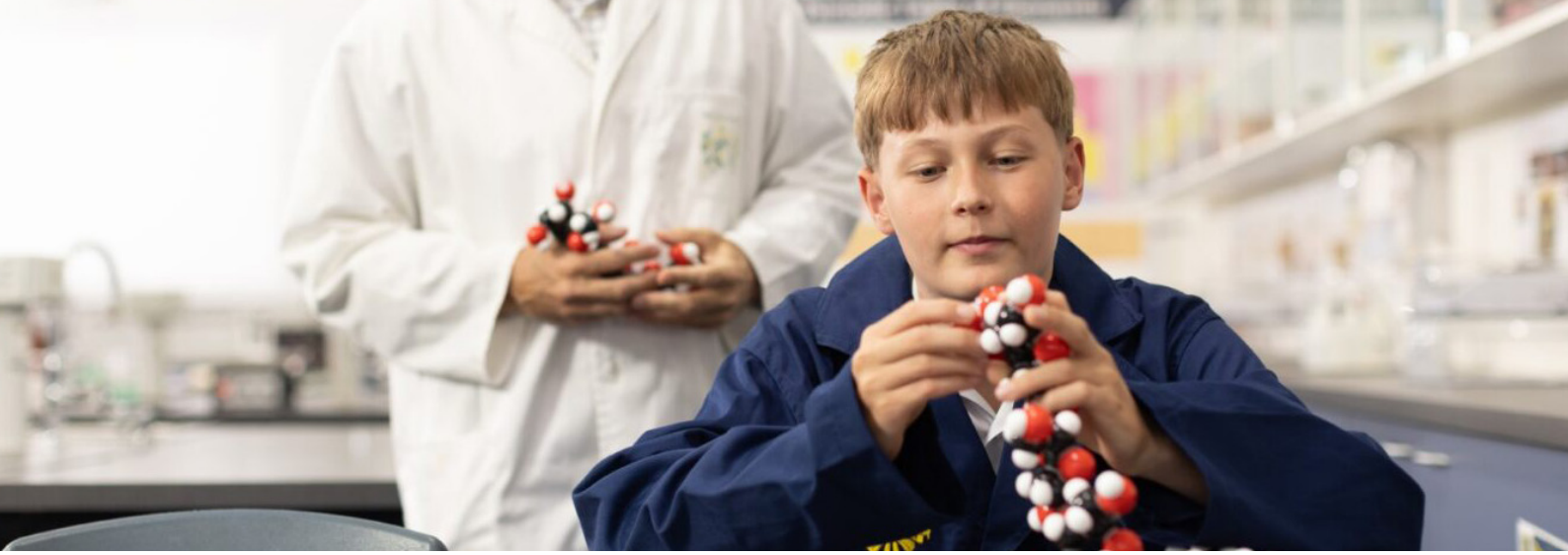
Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM Elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

Semester based project that covers the following:

- Investigating
- Generating
- Planning and Management
- Producing
- Evaluating

Pathways

- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment



Science

Description of Program

The Science Curriculum at De La Salle College is based on the Victorian Curriculum which comprises of 3 interrelated strands:

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

Together, the 3 strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science and its concepts, nature and uses through clearly described inquiry practices.

At Year 8 these three strands are incorporated into four topics taught over the year:

Elements and Compounds - which introduces students to the basic building blocks of matter

Cells and Cellular Organisation - investigate the basic building blocks of life from cells to tissues to organs

Energy in Our Lives - which investigates the true nature of energy and in particular the energy of heat

Earth Science - which investigates the dynamic nature of Earth and its geological features

Learning Standards

Science Understanding

Students explain the role of specialised cell structures and organelles in cellular function, and distinguish between cells in plants and animals. They analyse the relationship between structure and function at organ and body system levels and explain how a disorder in the cells, tissues or organs of these systems affects the survival of each organism.

They use the particle and kinetic theories of matter to explain the structure, properties and behaviour of substances. They classify and represent matter as elements, compounds or mixtures, and distinguish between physical and chemical changes.

They explain how the properties of rocks relate to their formation and influence their use. They compare different forms of energy and represent energy transfers and transformations in simple systems. They undertake a household energy audit and propose ways to decrease energy consumption. They design and construct series and parallel circuits and observe and make predictions about voltage and current and about energy transfer in the circuits.

Students develop hypotheses and make reasoned predictions to identify patterns, test relationships and analyse and evaluate scientific models when investigating phenomena at various scales. They conduct a range of scientific investigations and select and use equipment to generate and record data with precision. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They provide science-based explanations for findings, and use evidence to support conclusions and evaluate claims.

Assessment

The work requirements for each topic will remain consistent and include:

- Notebook work: where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- Quizzes: completed regularly throughout each topic.
- Practical work: where students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- Topic tests: where students are expected to recall topic knowledge under test conditions.

Be a Sound Producer

Description of Program

Being a Sound Producer in the 21st century requires the capacity to understand the function and techniques of music technology, and how they can be applied to achieve expressive outcomes. During this Immersion course, students will utilise equipment such as microphones, an audio interface, software and musical instruments to develop an understanding of concepts such as signal flow, recording techniques, editing audio and adding audio effects. Students will develop their aural acuity and understanding of how to achieve an effective audio mix, using such techniques as volume and panning automation. Student will also become familiar with various digital audio file types.

Learning Standards

- Explore and express ideas: students devise their own radio play.
- Music practices: create, practice, rehearse, record, edit and refine in group and individual settings.
- Present and perform: students will present their finished work to the class audience.
- Respond and interpret: students respond to works performed in the class, and other exemplars of target outcomes.

Assessment

- Composition of script for an original radio play
- Organisation of sound: Presentation of the final edited recording

Chess

Description of Program

The ‘Immersion Chess’ is designed to use chess as a tool for teaching problem-solving, creative thinking, and abstract reasoning in a classroom setting, be it in a public or private school, home school or other institution, or for personal use. Chess provides the opportunity to teach students how to think their way through solving complex problems, and it is a terrific way to introduce STEM, STEAM, and Common Core criteria. Children enjoy chess as a game. Yet, chess offers the means of teaching mental abilities used throughout life: concentration, critical thinking, abstract reasoning, strategic planning, problem solving, visualisation skills, creativity, and patience to name just a few. Studies have shown that routine chess instruction has a positive influence on both numerical and verbal aptitudes.

This Immersion subject aims to cater for Students who seek to cultivate an interest in analytical & technological fields. It will allow Students to pursue all round excellence, offering avenues where brains are further exercised and intellectual risk taking is both promoted and celebrated. Chess will help students to expand their social, intellectual and problem solving skills, helping them to develop their Foresight, Circumspection, Caution, and the habit of perseverance. Its rigorous nature will allow Students to truly immerse themselves on their quest to personal excellence.

Learning Standards

The structure of this subject incorporates multiple disciplinary and inter disciplinary domains such as:

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Foresight
- Pattern recognition
- Humanities
- Humanities

Assessment

- Self-reflection of strategies & History of Chess.
- Skill demonstration via the completion of the task to a competency.

Choconomics

Description of Program

This unit provides students with an introduction into Economics and the problems that relate to scarcity, opportunity cost and choices as a result of limited access to resources. This unit requires students to apply key economic concepts to real life events pertaining to the chocolate industry. Students will also investigate the cross-curricular nature of how the chocolate industry impacts on our health, the ethical dilemmas that plague this industry. Students will learn to apply specific application of economic theories to illustrate consumer choice, producer choice and how these economic agents cause resources to be reallocated in the market.

Course Aims

- Develop students' ethical capabilities through making decisions about consumer and business choices.
- Apply a range of economic terms and theories to consumer and business choices and how markets operate to reallocate resources in the economy. Choconomics
- Evaluate the impact that the chocolate consumption on health & wellbeing, the environment and business' profit margin.
- Develop research skills and work collaboratively in group settings to devise solutions to problems from an economic and social responsibility perspective.

Learning Standards

Ethical capability

- Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities
- Investigate why ethical principles may differ between groups of people including cultural influences
- Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making
- Discuss the role of context and experience in ethical decision-making

Health and Physical Education

- Investigate and select strategies to promote health, safety and wellbeing
- Develop skills to evaluate health information and express health concerns

Assessment

- Market Diagram exercise and explanation
- Group poster – production process of chocolate making

Exercise and Movement

Description of Program

What value do you place on Exercise and Movement in your lifestyle? This immersion subject will focus explicitly on having students develop a specific component of fitness through increasing their exercise and movement.

Using a project-based learning model student will create an individualised fitness goal. Examples might include: "I'd like to run a 4 minute kilometre" or, "I'd like to be able to complete 100 consecutive pushups".

Students would then create an exercise and movement roadmap to see if they can reach their fitness goal (or demonstrate some improvement) over the course of the unit.

Learning Standards

The knowledge, understanding, skills and dispositions students develop through movement encourage ongoing participation across their lifespan and should in turn lead to positive health outcomes. This subject will allow students to create a fitness profile of themselves and in turn develop a specific area of their health. They will be asked to make adaptations to their lifestyle both in and outside school life.

By the end of the course, students will have developed a broad range of skills, including:

- Fitness Profiling
- Pre and Post-testing
- Collaboration
- Training Program Scaffolding
- Evaluation

Assessment

Students will complete a comprehensive evaluation of their progress throughout the term including any limitations to success.

Funny About That

Description of Program

Using workshops, exercises and hands on techniques, we will explore the world of theatre sports, comedy and improvisation. Students will work collaboratively, individually, and in competition to demonstrate their skills in these areas.

Students will draw on their creative, planning, organisation, and teamwork skills when creating and performing. They will develop confidence in coming up with creative ideas on the spot and performing in front of others.

Course Aims

- Understand aspects of comedy including relatability, timing, and narrative
- Understand the principles of improvisation
- Develop theatre sports, improvisation and comedy skills.

Learning Standards

- Interpersonal learning
- Communication
- Teamwork and negotiation
- Drama
- English

Assessment

- Performance contribution and participation (competent or not-yet competent)
- Skill demonstration (level of achievement)

Taking Off!

Description of Program

Taking Off challenges students to plan some travel within set parameters. This experience provides students with the opportunity to explore the geography and cultures of other countries, whilst developing their ability to plan and manage a budget, and establish and adhere to a working timeline. Using the challenge of planning some travel as a platform, Students will be introduced to the capabilities of Excel in managing projects and time, explore global economic factors and develop their ability to source and evaluate online information.

Course Aims

By the conclusion of this subject, students will be able to:

- Use software such as word processors and spreadsheets, and using techniques such as tables and shading, to develop project plans that sequence tasks, estimate timelines and record task responsibilities.
- Work independently and as part of a team.
- Set short-term and long-term goals; prioritising their available time and developing strategies for monitoring their progress towards goal achievement.
- Evaluate the credibility, accuracy, reliability and comprehensiveness of internet resources.
- Undertake a range of tasks and monitor, evaluate and refine their management strategies.
- Initiate and undertake some tasks independently, within negotiated timeframes.
- Apply a range of discipline-based methodologies to conduct inquiries and gather, analyse and synthesise information.
- Develop personal financial literacy skills and an understanding of the importance of being an informed consumer.

Learning Standards

- Mathematics
- Humanities- Geography
- Information and Communications Technology
- Personal Learning
- Thinking Processes
- English
- Economics

Assessment

Unit project and/or other assigned work

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