

Years 7-9

Curriculum Handbook



DE LA SALLE
COLLEGE - MALVERN

Introduction

Message from the Deputy Principal – Teaching and Learning

De La Salle College Malvern's 2027 Curriculum Handbook describes the arrangements for the learning and teaching program for Years 7, 8 and 9 at the College for the upcoming academic year. Accordingly, the handbook is designed to support families as they navigate the subject selection process and select subjects and pathways that align with your son's interests and abilities.

De La Salle's curriculum structures reference the Victorian Curriculum. Specifically, our curriculum provides opportunities for intellectual development, time for physical activity and a vehicle for exploration of creativity. In Year 7, our students build their knowledge and skills through explicit instruction and establish key study skills. At Year 8, they solidify these skills and develop independence and curiosity as learners. Finally, our Year 9 Program is interactive with a wide range of electives and immersive programs designed to begin the process to identifying key interests and abilities. There is also an inquiry learning component which, in concert with explicit instruction, prepares our students to be active learners as they approach their senior years.

Our curriculum is underpinned by our Lasallian values which seek to guide, challenge and encourage our students to strive for excellence in their studies and use the acquisition of knowledge and skills to positively impact the lives of others. In this way, our program is both academically rigorous and holistic.

Our curriculum is also inclusive in its support for students with different learning profiles and offers vehicles for extension and enrichment for students with established proficiency in given subjects.

We look forward to working in partnership with families throughout the subject selection process.

Chris Pye

Deputy Principal – Teaching and Learning

Vision

Our Lasallian ethos guides, nurtures, and challenges us, driving all our endeavours. We are a part of the global Lasallian network, striving for educational excellence that is meaningful, relevant, and creative in the 21st century. Our values are reflected in the five core principles set forth by St John Baptist de La Salle:

- 1. Respect for all people:**
Honouring the dignity of every individual.
- 2. Quality education:**
Fostering curiosity, creativity, critical thinking, and striving for excellence.
- 3. Inclusive community:**
Celebrating diversity and welcoming all.
- 4. Concern for the poor and social justice:**
Standing in solidarity with the marginalised and advocating for the voiceless.
- 5. Faith in the presence of God:**
Recognising the living presence of God in our community and the world.



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Curriculum Overview - Year 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

Internal Sport	ACC Representative Sport
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Curriculum Overview - Year 9

Year 9 Core Subjects

Encounter (Religious Education)	Alliance (English and Humanities)	Ingenuity (Maths and Science)
Discovery (Health & Physical Education/WISE)	Conversation (Languages)	Literacy Support (Invitation only)
GROW		

Elective Subjects (2 per semester)

Drama	Forensic Science	Imagery and Ink
Literature	Media	Music
Global Wallet	Statistics in Sport	STEM
Visual Art	Visual Communication & Design	Food Technology

Immersion or ACC Electives

Art and Design: Be the Change	Crime and Punishment	Funny About That	Live Music Industry Skills
Real Life Robotics	Robocode	Style and Sustainability	ACC Representative Sport



Grow Program

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 challenges they may face, both inside and outside the classroom.

The GROW Program, delivered within a supportive and caring environment, prepares students for a range of real-life situations that require values-led decision making and an understanding of the need to cultivate one's own sense of wellbeing. With these two traits at the forefront, we are confident that our students will develop into confident and resilient young men who are prepared for life's challenges.

The program is informed by the Resilience, Rights and Respectful Relationships curriculum materials. Further, the College has established partnerships with external organisations such as The Black Dog Institute, Elephant Ed, Man Cave, Braingrow and Headspace to support student engagement and learning within the program.

GROW also utilises the expertise and knowledge of De La Salle teachers and has been shaped by student input.

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

- Personal Branding - Respect for oneself and others including respectful language
- High Performance - grit, perseverance, growth mindset
- Passion Project - individual and community

Year 9 Focus

- Building a positive culture and supportive community
- Futures program
- Gender, respect, and safety
- Positive Masculinity

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 are not 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 individualised to ensure 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:

- AMT 3 week and 16 week Mathematics Enrichment Competition
- Extension Mathematics
- Future Problem Solvers
- 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 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 Learning Diversity/ 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 five 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. 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 Learning Diversity 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.
- 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 Learning Diversity 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 if required, 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 in 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 art forms and styles to develop an 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 art elements and 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.

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 ensemble. 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 vary 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

Year 7 Languages is a semester-based course in which students study both French and Italian, one language each semester. Through engaging and authentic learning experiences, students begin to develop their skills in listening, speaking, reading and writing while building confidence in communicating in another language.

Students explore topics connected to their own lives, including family, friends, school, food, interests and daily routines. They also develop an understanding of the cultures, traditions and perspectives of French-speaking and Italian-speaking communities, making connections between language, culture and identity. Through games, conversations, digital media and collaborative activities, students discover how language can be used to communicate meaning and build intercultural understanding.

Learning Standards

Communicating:

Students begin developing their skills in listening, speaking, reading and writing in French and Italian. They learn to introduce themselves, exchange simple information and respond to familiar topics such as family, school, hobbies and daily life. Through a range of interactive activities, students build confidence in using the language for meaningful communication.

Understanding Language, Language and Culture:

Students explore basic language structures, pronunciation and vocabulary while beginning to recognise how language and culture are connected. They compare aspects of French and Italian cultures with their own experiences and develop an appreciation of cultural diversity.

Assessment

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



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, and sustainability.

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 fieldwork, 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 refer 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

- SPICISS 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

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 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 identity, exploring stereotypes, the influence of support from family, friends and community, as well as personal identity and change. Students also explore Respectful Relationships and Sorry Business in First Nations Communities. 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 to access and evaluate health and physical activity information and services.

Focus areas addressed in Year 7 include:

- Health Benefits of Physical Activity
- Identity
- Respectful Relationships
- Sorry Business in First Nations Communities

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
- Swimming

Assessment

Practical-based assessment:

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

Theory based assessment:

Semester 1

- Semester 1 Atomi platform test
- Health and wellbeing focus - S1

Semester 2

- Semester 2 Atomi platform test
- Health and wellbeing focus - S2



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 application of mathematics that develops 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 2 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 Academic Assessment Services 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
- Algebra
- Decimals
- Probability
- Geometry
- Equations
- Measurement

Assessment

- Pre-tests
- Topic tests
- Quizzes
- Problem-solving tasks
- Semester 2 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 alongside 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 seek to live a life in the image 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.



Description of Program

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

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

Together, the three 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 Year 7, students in STEM complete three units which develop their skills in Design and Digital Technologies, while incorporating aspects of Science and Mathematics.

In the first unit, they explore Aboriginal Technologies such as housing, fishing, bread making and agriculture. They undertake practical activities to develop their understanding of technology and design. They culminate their studies with a production of plans for an indigenous food garden.

In the second unit they develop their technical design skills through a range of mini projects. They create ideas through mind mapping, visualisations and design sketches. They produce their designs by using CAD software (such as Fusion) and then 3-D print them. Finally, they reflect on their productions considering different aspects such as end-user suitability and sustainability.

In their final unit they begin to learn the python programming language to begin their journey of learning to code software.

Learning Standards

Aboriginal and Torres Strait Islander Histories and Cultures:

- Aboriginal and Torres Strait Islander communities of Australia maintain a deep connection to, and responsibility for, Country and Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. VC2CCPACP1
- Aboriginal and Torres Strait Islander Peoples' ways of life reflect unique ways of being, knowing, thinking and doing. VC2CCPAC2

Design Technology:

- Analyse how characteristics and properties of tools, materials, systems and components can be selected, manipulated and combined to create designed solutions that are ethical. VC2TDE8C04
- Generate and design - generate, test, iterate and communicate design ideas, processes and solutions using technical terms and graphical representation techniques and appropriate attributions, using manual and digital tools. VC2TDE8D02
- Produce and implement - select, justify and use suitable tools, materials, processes and components to safely make designed solutions. VC2TDE8D03

Digital Technology:

- Create digital solutions - implement, modify and debug programs involving control structures and functions in a general-purpose programming language. VC2TDI8C04.

Mathematics:

- Measurements and geometry

Assessment

Each unit has an assessment, and the semester concludes with an end of semester test.

- Aboriginal Technologies Unit – Indigenous Garden Bed Design.
- Technical Design Skills Unit – Creation of a product for someone else.
- Coding Unit – a test of their knowledge of the python techniques.

Pathways

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



Year 8

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, and 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, which can be manipulated to co-create 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

In Year 8, students continue with either French or Italian as a year-long subject. They further develop their ability to communicate in the target language through listening, speaking, reading and writing activities that are relevant to their experiences and interests.

Students expand their vocabulary and grammatical knowledge while exploring a range of contemporary and cultural topics. They learn to exchange information, express opinions and interact with increasing confidence in everyday situations. Through the study of authentic texts, media and cultural practices, students deepen their understanding of the diverse communities in which the language is spoken and develop greater intercultural awareness.

Learning Standards

Communicating:

Students extend their ability to communicate by sharing information, describing experiences and expressing simple opinions in the target language. They participate in conversations, interpret a wider range of texts and create spoken and written responses with increasing accuracy and confidence.

Understanding Language and Culture:

Students deepen their understanding of language patterns, grammar and vocabulary. They explore how cultural values and perspectives influence communication and continue to make connections between the language they are learning and their own language and culture.

Assessment

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

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, students 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



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 taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Geographic Skills

Geographical Inquiry

Students will:

- 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 fieldwork, 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

Students will:

- 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

Students will:

- 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 taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Learning Standards

Historical Concepts and Skills

Historical Questions

Students will:

- develop and use historical questions to inform historical investigations

Chronology

Students will:

- sequence significant events, individuals, ideas and developments chronologically to explain continuity and change and causes and consequences

Historical Sources

Students will:

- 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

Students will:

- explain continuity and change

Causes and Consequences

Students will:

- explain the causes and consequences of significant events, individuals, ideas and developments and their contribution to continuity and change

Historical Significance

Students will:

- analyse the significance of individuals, events, sites, developments and/or cultural achievements

Communicating

Students will:

- construct historical interpretations using appropriate historical concepts, terms, knowledge, conventions and evidence from historical sources

Historical Knowledge

Students will investigate the following:

Medieval Europe and 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 explore how they can contribute to healthy communities through learning to seek help for themselves and others, analysing health messages and promoting health campaigns for Young First Nations Peoples. Students also learn the importance of improving health literacy, including dietary recommendations and positive health messages for young people.

Focus areas addressed in Year 8 are:

- Seeking help for yourself and others
- How media and influential people impact us
- Enhancing yours and other's health
- Health literacy skills

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

- Semester 1 Atomi platform test
- Health and wellbeing focus - S1

Semester 2

- Semester 2 Atomi platform test
- Health and wellbeing focus - S2

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 instrument; drum kit, electronic keyboard and acoustic guitar.

Music Practices

Students decode and apply music notation, perform set pieces and experiment with improvisation and composition in solo and group settings.

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 and group performances on drum kit, keyboard and acoustic guitar
- Aural and theory written tests
- Written listening responses to a wide variety of music.

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 8 Mathematics teachers will identify and recommend students to 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 1 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 alongside connections to other religions.

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 seek to live a life in the image 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 three interrelated strands:

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

Together, the three 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.

STEM - *Technology*

Description of Program

In Year 8, students in STEM complete three units which develop their skills in Design and Digital Technologies, while incorporating aspects of Science and Mathematics.

In the first unit, they explore plastics, the making, impact and potential for reuse. They develop a mold for a tag. They then create the tag using recycled plastic. The unit culminates in them inviting the community to participate in recycling initiatives.

In the second unit they create wearable technologies, utilising python coding with a microbit and a 3-D printed holder attached to an item of clothing.

In the final unit they investigate the use of insect protein in a food bar that could be used in a region suffering famine. They create their own muesli bar that incorporates insect protein.

Learning Standards

Design Technology:

- Analyse how characteristics and properties of tools, materials, systems and components can be selected, manipulated and combined to create designed solutions that are ethical. VC2TDE8C04
- Generate and design - generate, test, iterate and communicate design ideas, processes and solutions using technical terms and graphical representation techniques and appropriate attributions, using manual and digital tools. VC2TDE8D02
- Produce and implement - select, justify and use suitable tools, materials, processes and components to safely make designed solutions. VC2TDE8D03

Digital Technology:

- Define and decompose real-world problems by taking into account functional requirements and constraints. VC2TDI8C01
- Create digital solutions - implement, modify and debug programs involving control structures and functions in a general-purpose programming language. VC2TDI8C04

Mathematics:

- Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem-solving. VC2M7M01
- Solve problems involving the volume of right prisms including rectangular and triangular prisms, using established formulas and appropriate units. VC2M7M02

Science:

- Proposed scientific responses to socio-scientific issues impact on society and may involve ethical, environmental, social and economic considerations VC2S8H03
- Compounds can be represented by chemical formulas VC2S8U07
- The sustainable use of Earth's resources is influenced by whether the resources are renewable or non-renewable; the processes involved in resource extraction and energy production come with both benefits and risks to sustainability VC2S8U09

Assessment

Each unit has an assessment and the semester concludes with an end of semester test.

- Plastic Recycling Unit – folio and production of plastic ornament/tag.
- Wearable Technologies Unit – folio and production of wearable technology.
- Insect Protein Unit – folio and production of food item.

Pathways

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





Year 9

Alliance: English and Humanities

Description of the Program

Alliance combines traditional English, Geography and History. Students interpret, create, evaluate and discuss a wide range of literary texts that are designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analysis, and text transformations. Responses are developed in relation to geographical concepts such as food security and sustainable tourism as well as analysing perspectives around the Industrial Revolution, colonisation of Australia and World War I. Students consider both local and international contexts in their exploration of key ideas around interconnections of human environments and events. A focus on students developing their own interpretations of Nationalism and Legacy is maintained through class activities and project-based learning, allowing for an individualised program where areas of the course content can be further investigated through student and teacher negotiation.

Learning Standards

Reading and Viewing

- Analyse the ways that text structures can be manipulated for effect.
- Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations.
- Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing

- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- Demonstrate how manipulating language features and images can create innovative texts.
- Create texts that respond to issues interpreting and integrating ideas from other texts.
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and Listening

- Listen for ways texts position an audience.
- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Geographic Concepts and Skills Place, Space and Interconnection

Students will:

- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology

Geographic Knowledge Biomes and Food Security

Students will investigate:

- Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
- Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations.

- Land and resource management strategies used by Aboriginal or Torres Strait Islander Peoples to achieve food security over time.
- Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges.

Geographies of Inter-Connection

Students will investigate:

- Perceptions people have of place, and how this influences their connections to different places.
- Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places.
- Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

Historical Skills and Concepts

Students will:

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1750–1918.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.

Historical Knowledge

- The Industrial Revolution
- Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and Australia.
- Causes of population movements and settlement patterns during this period and the significant changes to the way of life for groups of people.
- Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution.
- Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication.

Australia and Asia - Making a Nation

- Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander Peoples.
- Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates.
- Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values.

Australia at War (1914 – 1918) World War I

- Causes of World War I, the reasons why men enlisted to go to war and how women contributed to the war effort.
- Significant places where Australians fought and explore their perspectives and experiences in these places.
- Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society.
- Significance of World War I to Australia's international relationships in the twentieth century, with particular reference to Britain, USA and Asia.

Assessment

- Creative Writing
- Autobiographical reflections
- Analytical text response essays
- SPICISS Mapping Task
- Sustainability Activities
- Source Analysis
- Essays
- Semester Examinations

Pathways

- Year 10 English/Literature
- Year 10 History –World War II
- Year 10 History – The Modern World and Australia
- Civics and Citizenship -Making and Breaking the Law
- Year 10 Geography – World Challenges



Literature

Description of the Program

At Year 9, Literature is offered to students interested in taking a 'deep dive' into texts, both classic and contemporary. By completing close study of different genres, students develop their understanding of the way in which authors use characters, themes, symbols and setting to construct a text. Through their analyses, students explore and express informed personal responses to the material studied. Students build on their ability to recognise and respond to a variety of language features that authors employ, taking increasing responsibility for their own learning. They build upon inferential, analytical, evaluative and creative thinking skills.

Learning Standards

Reading and Viewing

- Analyse the ways that text structures can be manipulated for effect.
- Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations.
- Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing

- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- Demonstrate how manipulating language features and images can create innovative texts.
- Create texts that respond to issues interpreting and integrating ideas from other texts.
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and Listening

- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Commerce Global Wallet

Description of Program

Global Wallet involves the study of key topics such as consumer rights and responsibilities, financial literacy, risk management and business marketing. Students also explore how the Australian economy functions, and how supply and demand interacting determines the market price and quantity of goods and services in an economy. This subject develops critical thinking, informed decision-making, and responsible participation in the economy.

Learning Standards

Skills

Students will:

Investigating

- develop and modify questions suitable for investigation of contemporary economic, business, work or financial issues.
- locate, select, organise and analyse relevant information and data from a range of sources.

Interpreting and analysing data and information

- evaluate and use data and information to address economic, business, work or financial issues through recognition of trends and cause and effect relationships.
- draw logical conclusions based on data and information from verified sources.

Evaluating, concluding, and decision making

- develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria.
- evaluate sources of data and information to determine authenticity and validity.

Communicating

- explain and present arguments about economics and business concepts and issues using subject-specific terminology, with reference to sources.

Knowledge and Understanding

Consumer Literacy

Students identify the legal and ethical rights and responsibilities of individual consumers and businesses in terms of products and services. They explain different types of financial scams and how to avoid these.

Students will investigate:

- Legal and ethical rights and responsibilities of Australian consumers and businesses.
- Strategies to become a smart consumer, including dealing with financial scams.
- Financial planning, including budgeting and achieving personal financial objectives.

Conversation French and Italian

- Managing consumer and financial risks and rewards, including financial scams, smart investment strategies and insurance, considering both legal and ethical implications.

The economy and Australia's participation within it

- Students explain the interdependence of the different sectors of the economy, identify and analyse the economic indicators used to measure economic performance, and assess the implications of Australia's participation in the global economy via international trade.

Students will investigate:

- The basic economic problem of scarcity and how it necessitates economic decision-making based on costs and benefits, incentives and opportunity cost.
- Economic indicators as a measurement of economic performance and their influence on economic decision-making.
- The changing patterns of Australia's international trade and the costs and benefits of globalisation.

Assessment

Assessment may include, but is not limited to:

- Inquiry
- Structured Questions
- Case studies

Pathways

- Year 10 Economics & Business: Prices, Markets and Finance.

Description of Program

Students continue with the language they studied in Year 8, either French or Italian. Year 9 Conversation is designed to strengthen students' confidence and fluency in spoken communication while continuing to develop their listening, reading and writing skills.

Through themes such as Identity, Stewardship, Futures and Legacy, students explore ideas that are personally meaningful and globally relevant. They participate in a range of interactive activities, discussions, role-plays and collaborative tasks that encourage them to communicate with greater independence and spontaneity.

Students learn to express opinions, justify viewpoints and engage in more sustained conversations while developing a deeper appreciation of the cultures, perspectives and experiences of French-speaking and Italian-speaking communities. The course supports students in becoming effective intercultural communicators who can use language purposefully and confidently in a variety of contexts.

Learning Standards

Communicating:

Students strengthen their conversational skills by participating in more sustained interactions and discussions. They learn to express opinions, justify ideas, ask follow-up questions and communicate with greater fluency and spontaneity. Through themes such as Identity, Stewardship, Futures and Legacy, students use language to explore issues that are personally meaningful and globally relevant.

Understanding Language and Culture:

Students develop a deeper understanding of how language choices reflect cultural perspectives, relationships and context. They investigate how language changes across different situations and communities and reflect on the ways language influences identity, communication and intercultural understanding.

Assessment

- Listening and Responding in French/Italian
- Reading and Responding in French/Italian
- Speaking in French/Italian
- Writing in French/Italian
- End of Semester Examinations

Discovery: Health and Physical Education

WISE

Description of the Program

Discovery encompasses Health and Physical Education, Personal Development and WISE. Discovery focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.

The Discovery curriculum provides students with the avenue to strengthen their sense of self and build and manage satisfying relationships. The curriculum helps them to be resilient, to make decisions and take actions to promote their health. The curriculum is student-centred and allows students to use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health. The Discovery curriculum is set across four themes consistent across the entire Year 9 Curriculum.

Learning Standards

Health Knowledge and Promotion

Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They evaluate the outcomes of emotional responses to different situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

Movement and Physical Activity

Students explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They work collaboratively to design and apply solutions to movement challenges.

Assessment

Semester 1

- Striking and Fielding Skills
- Invasion Games Skills
- WISE Report
- WISE Expedition Reflection

Semester 2

- Drug Education Analysis
- Net/Wall Skills
- Target Games
- WISE Service Reflection
- WISE Immersion Life Skills

Encounter: Religion

Description of the Program

Students investigate the ideas of identity, stewardship, futures, and legacies through a Catholic lens. They examine their lives by exploring scripture themes and ideas such as sustainability, morality, the writings of the Pope, the history of the Church in Australia and changes to the Catholic Church over time. Catholic traditions are explored in depth alongside connections to other religions.

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 seek to live a life in the image of God.

Personal and communal engagement

Focuses on the nurturing of the 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 mid-year and an end-of-year examination.

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.



Experience:

Art

Description of the Program

Year 9 Art is a practical, creative subject where students actively make and experiment with a wide range of art materials, techniques and processes. Students create both two-dimensional and three-dimensional artworks while exploring themes, personal ideas and contemporary issues. Through hands-on projects in areas such as drawing, painting, printmaking, sculpture and mixed media, students develop technical skills and confidence in their creativity. They also investigate artists and artistic styles to inspire and inform the development of their own unique artworks.

Learning Standards

Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Respond and Interpret

Students analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

Assessment

- Printmaking
- Sculpture
- Art Appreciation

Pathways

- Year 10 Art
- Year 10 Photography
- Year 10 Visual Communication Design
- Year 10 Architecture

Drama

Description of the Program

Students learn about the performance styles of expressionism and forum theatre. They work individually and collaboratively to research, brainstorm, improvise, script, edit, rehearse, and refine solo and group performances using conventions of both styles. Students learn how to manipulate a range of dramatic elements to engage the audience and communicate meaning. They also continue to refine their ability to use a range of expressive vocal and movement skills to convey both physical and psychological aspects of their characters. Students continue to learn about the relationship between actors and the audience in different performance styles and this can be manipulated. Students document their process of creating their own performances and critically evaluate their own performance work.

Learning Standards

Explore and Express Ideas

Students use their skills to communicate both physical and psychological aspects of their characters. They improvise with a range of different dramatic elements in order to build drama, explore layers of meaning, and shape their drama.

Drama Practices

Students manipulate performance style conventions and dramatic action to engage their audience. They refine the expressive capacity of their 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, making deliberate artistic choices to communicate meaning.

Respond and Interpret

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

Assessment

- Performance Journal
- Expressive Solo Performance
- Melodrama Ensemble Performance
- Performance Analysis
- Written Exam

Pathways

- Year 10 Drama

Description of the Program

Year 9 Media provides an introduction to the world of the mass media. It offers an entry into understanding and analysing the ways that the media communicates, as well as the various purposes of the communications. It involves the study of a variety of media texts and opportunities to develop some production skills.

Students will examine the world of advertising, including the techniques of persuasion used by advertisers. In addition, there is a focus on the television 'Sitcom', including analysis of character archetypes and other conventions within the genre. Students will produce an audio recording for a radio advertisement, as well as produce a music video.

There will be practical work undertaken in small groups, from developing ideas to production tasks, which promote an inquiry approach to learning and an encouragement of creativity.

Learning Standards

Explore and Express Ideas

Students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. They manipulate media representations to identify and examine social and cultural values and beliefs.

Media Arts Practices

Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Present and Perform

Students plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.

Respond and Interpret

Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts. They analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making.

Assessment

- Media production planning (for a radio advertisement and a short film).
- Media production (short audio advertisement and short film).
- Text analysis (written response to a situation comedy text, advertising analysis).

Pathways

- Year 10 Media



Music

Description of the Program

Year 9 students explore musical genres and learn how to manipulate articulation and tone colour to differentiate performing in one genre as opposed to another. Through analysing recordings, they explore how composers use melody, harmony, rhythm and structure when creating music. Students use music software to visually manipulate and aurally combine the elements of music. They learn to follow a composition brief to deliver an original electronic music composition to specification for a client. Students develop the skill of working in an ensemble and gain practical experience of structuring and leading rehearsals whilst improving their collaborative musical skills. During theory work, they explore notation, chord structures, scales and rhythms to assist in reading music and in notating their creative ideas.

Students undertaking this course should:

- Be learning how to play an instrument and/or sing
- Have their own instrument or access to one for the duration of the course

Learning Standards

- Explore and express ideas: students compose and arrange music using aural awareness and technical skills
- Music practices: students create, practice and rehearse compositions, developing technical skills on their instruments
- Present and perform: students perform compositions as part of the class ensemble
- Respond and interpret: students analyse recordings from other composers to inform oral responses and their own musical interpretations.

Assessment

- Musicianship
- Duet Performance
- Listening Assignment
- FL Studio Ringtone Composition

Pathways

- Year 10 Music Performance

Visual Communication and Design

Description of the Program

Year 9 Visual Communication Design is a practical, project-based subject where students actively design, create and communicate ideas visually. Students develop skills in drawing, design thinking and digital processes while producing work in areas such as logo design, illustration, architecture, packaging and product design. Through hands-on projects, students explore how designers generate and present ideas using both two-dimensional and three-dimensional methods. They experiment with a range of materials, media and technologies while developing creativity, problem-solving and visual communication skills.

Learning Standards

Explore and Express Ideas

Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.

Visual Communication Design Practices

Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design.

Present and Perform

Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief.

Respond and Interpret

Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts. Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander Peoples.

Assessment

- Folios of visual communications
- Elements and principles of design

Pathways

- Year 10 Architecture
- Year 10 Art
- Year 10 Visual Communication and Design

Imagery and Ink

Description of the Program

Imagery and Ink is an elective that will engage and challenge students who are interested in telling stories as well as improving their drawing and illustration skills. Students will apply and manipulate the short story format to create an interpretation of an existing story. Through research and practical instruction students will explore a variety of illustrative techniques, materials and processes to create original images. Students are encouraged to develop their own style of illustration.

Students will explore the illustrations of a selected artist from different historical periods and cultures to inform and inspire the development of their own unique style.

Learning Standards

Text Structure and Organisation

Students will explore the ways that text structures and language features can be adapted and altered according to purpose.

Language for expressing and developing ideas

Students will analyse how vocabulary choices contribute to style, mood and tone.

Creating

Students will generate, develop, resolve and refine design ideas, concepts and solutions in a range of contexts for specific audiences.

Developing Practices

Students will experiment with visual language, methods, media and materials to generate and develop design ideas and concepts and refine visual communication designs across fields of design practice.

Presenting

Students critique and evaluate the presentation of design ideas, concepts and solutions to present their own visual communication designs.

Respond and Interpret

Students investigate the ways that artists across cultures, times, places and other contexts develop personal expression in their visual arts practice to communicate and/ or challenge ideas, perspectives and meaning. Including Aboriginal and Torres Strait Islander Peoples.

Students deliver structured spoken texts for purposes, demonstrating different levels of formality in consideration of audience, using features of voice and multimodal or digital elements.

Assessment

- Folios of visual communications
- Elements and principles of design

Pathways

- Year 10 Architecture
- Year 10 Art
- Year 10 Visual Communication and Design

Ingenuity: Mathematics and Science

Description of the Program

Ingenuity encompasses the areas of Mathematics and Science. It provides students with an avenue in strengthening their knowledge, skills, understanding and application of mathematical and scientific concepts. Students engage in Inquiry Based Learning with the aim to increase their capacity to plan, apply and reflect on their learning as well as make meaningful connections of the content taught. Students will apply content related strategies, skill building, questioning, reasoning, problem-solving, and collaboration to complete project work. Students utilise online learning systems called MathSpace and STILE for this subject. The curriculum will be summatively assessed at the end of each semester with an examination.

Learning Standards

Semester 1:

- Investigate Pythagoras' Theorem and its application to solving problems involving right angled triangles.
- Apply Trigonometry to solve right-angled triangle problems.
- Sketch linear graphs and solve linear equations
- Apply index laws to numerical expressions with integer indices.
- Define a variable and identify the independent and dependent variable.
- Use, perform and explain the steps involved in a scientific method/investigation.
- Understand that ecosystems consist of communities of interdependent organisms and abiotic components of the environment, and that matter and energy flow through these systems.
- Deduce conclusions from evidence provided and data collected.
- Understand how to construct series and parallel circuits.
- Identify the different components of an electrical circuit
- Explain the relationship between current and voltage in reference to Ohm's Law.

Semester 2:

- Express how magnets are used in the generation of electricity.
- Explain both magnetic fields and magnetic forces
- Understand how to make an electromagnet.
- Solve problems using ratio and scale factors.
- Investigate reports of surveys estimating population means and medians.
- Expand and simplify algebraic expressions.
- Choose appropriate units of measurement for area and volume and convert from one unit to another.
- Calculate the surface areas and volumes of figures.
- Identify complementary events and the sum of probabilities to solve the problems.
- Compare, describe and interpret data displays.
- List all outcomes for two-step chance experiments and determine event probability.

- Comprehend that multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.
- Understand that the theory of plate tectonics explains global patterns of geological activity and continental movement.
- Explore different types of chemical reactions that are used to produce a range of products and that can occur at different rates, along with the comprehension that chemical reactions may be represented by balanced chemical equations.

Assessment

Semester 1

- Theory and Practical Assessments
- Ingenuity Examination

Semester 2

- Theory and Practical Assessments
- Ingenuity Examination



Numeracy Support

Description of the 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.

Forensic Science

Description of the Program

In Forensic Science, students will use the Scientific Method to approach a crime scene investigation in a systematic and objective manner. They will gather evidence, analyse it, and draw conclusions based on their findings. This process involves careful observation, documentation, collection, preservation, and analysis of various types of evidence such as fingerprints, DNA samples, fibres, bloodstains and more.

Students will learn about different forensic techniques, such as fingerprint analysis, ballistics, toxicology, and forensic chemistry. They will gain practical experience in using specialised equipment and technologies commonly employed in forensic investigations. To enhance their understanding, audiovisual inputs such as videos and case studies can be beneficial. These resources provide real-life examples of crime scenes and investigations, illustrating the application of forensic techniques and the real world challenges faced by forensic scientists.

Learning Standards

By the end of Level 10, students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people's lives.

Students are also able to develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.

Assessment

- Topic Tests
- Practical Work

Pathways

- Year 10 Biology
- Year 10 Chemistry
- Year 10 Physics
- Year 10 Psychology

Food Technology

Description of Program

Students use design and technologies knowledge and understanding, processes and production skills, and apply design thinking (critical, creative and speculative) to analyse and produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, the study of Food Studies has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises.

Students specifically focus on ethical considerations including sustainability and worldviews, considering legal issues, social values, and economic, environmental and social sustainability factors, and use strategies such as life cycle thinking. They use critical, creative and speculative thinking and enterprise skills, with increasing confidence, independence and collaboration. Students analyse data, evaluate design ideas and technologies, respond to feedback, and evaluate design processes used to inform designed solutions for ethical considerations, including sustainability.

Assessment

Semester based project that covers the following:

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

Pathways

- VCE Food Studies
- VET Hospitality
- University
- TAFE
- Apprenticeships
- Traineeships / employment



Statistics in Sports

Description of the Program

In this Year 9 mathematics course, we will delve into the exciting world of statistics and probability, with a specific focus on their applications in the context of sport. From analysing player performance to predicting outcomes, this course will provide a comprehensive understanding of how data and mathematical models can be utilised to gain insights into the world of sport.

Throughout the course, we will explore fundamental statistical concepts, such as measures of central tendency, variation and probability, and examine their relevance in the sporting domain. Students will engage in hands-on activities, data analysis projects, and problem-solving exercises, allowing them to apply their knowledge in a practical manner. The concept of algorithms will be introduced, in addition to how they can be employed to determine essential statistical measures, including the median, in a set of numbers. Exploring how data analysis and algorithms can enhance our understanding and enjoyment of sports.

Learning Standards

- Understand the fundamental concepts of statistics and probability.
- Apply statistical techniques to analyse and interpret sports data.
- Investigate and explore the role of probability in making predictions and decisions in sports.
- Develop critical thinking skills in evaluating and interpreting statistical information related to sports.
- Enhance data literacy skills by utilising appropriate statistical tools and software.
- Algorithms for Determining the Median: students will learn about algorithms and how they can be used to find the median of a set of numbers efficiently.

Assessment

- Homework assignments and problem-solving exercises
- Quizzes and in-class tests
- Group projects and presentations
- Data analysis projects using statistical software

STEM

Description of the Program

Science, Technology, Engineering and Mathematics (STEM) covers a wide range of knowledge and skills, which are increasingly in demand in a rapidly changing world. This subject addresses several key learning areas and involves students in an engineering, design, science and mathematics related classroom activity.

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 includes:

- 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 three 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

Immersion

Crime and Punishment

Description of Program

Crime and Punishment aims to inform students about the origins of our Criminal Justice System, by exploring the history of crime, criminology and the administration of Criminal Justice. The course will look at theories of crime causation, definitions and classifications of crime, and popular and legal responses to crime in society.

The course will also allow for in-depth critical analysis of officially recorded levels and patterns of crime and contrasts these against popular (media driven) perceptions of crime and crime rates.

Learning Standards

By the end of the course, students will have developed an understanding of the historical development of crime and punishment and the reason behind current sanctions. They will have considered some of the current thinking surrounding punishment and the developing landscape around sanctions.

Throughout the course, students will:

- Study the British foundations of (some key elements of) the Australian democracy. Consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. Evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial.
- Examine the processes for bringing about change in Australia's legal and political systems including the role of open debate in a democracy. They evaluate the effectiveness of democratic processes in bringing about changes in the law.

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

- Researching and planning the role of a stakeholder in the Criminal Justice System (Skills executed through roleplay/dramatisation)
- Collaboration/ Communication
- Interviewing
- Critical analysis of a range of historical and contemporary texts
- Statistical analysis of a range of data sources

Assessment

- Courtroom re-enactment
- Classwork

Funny About That

Description of Program

Using workshops, exercises and hands on techniques, we will explore the world of comedy, skit and stand-up performance. Students will investigate prominent performers from one of these areas and will apply the skills from their investigation in order to create their own skit or stand-up performance.

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

Course Aims:

- Investigate skit and stand-up comedy performers and performances.
- Understand aspects of comedy including relatability, timing and narrative.
- Develop skit and stand-up performance 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)

Live Music Industry Skills

Description of Program

In this course, students acquire the key skills and knowledge that prepare them for work in live sound contexts, such as music concerts, theatre productions and other contexts in which live public address systems are utilised for communicative purposes. Students will develop a broad understanding of and hands on familiarity with the key elements in live sound signal flow (microphones, mixers, amplifiers, speakers), OHS in live sound, techniques of cable rolling, microphone stand adjustment and PA system implementation for a concert. Students will develop their aural acuity in identifying, establishing and maintaining a balanced live mix, and in solving common live audio problems. This course caters for students interested in multiple areas of the performing arts, including music and drama, and does not require practical instrumental skills.

Learning Standards

- Music practices: Create live sound audio pathways
- Present and perform: students mix a live band
- Respond and interpret: students respond to and analyse prerecorded mixes.
- Assessment
- A range of practical tasks assessing competency of understanding and practical skills in application
- Digital mix and live sound mixing activities

Real Life Robotics

Description of Program

Students will be given a challenge to be solved by designing, building, testing and re-designing an electro-mechanical device. The learning will focus on team-based challenges with three students per group that involve solving a problem initially using readily available materials then adding automation by using a micro-controller which requires coding and mechatronics. The focus is on critical thinking and problem-solving within a team. Part of the course will be devoted to coding and how microcontrollers work.

Course Aims:

- To develop critical thinking and problem-solving skills.
- To work cooperatively within a team.
- To explore mechatronics through team-based challenges.
- To learn how to create simple microcontroller code to solve problems.
- To brainstorm ideas and evaluate solution alternatives.

Learning Standards

- Information and Communications Technology
- Systems Technology
- Thinking Processes
- Science
- Mathematics

Assessment

- Team-based challenges
- Individual evaluation



RoboCode

Description of Program

RoboCode is a project-oriented Immersion subject that introduces Robotics and Coding. Students work in teams to design, program and run a robot for a rescue simulation exercise. It aims to cultivate and develop key skills such as resource management, problem solving and logical reasoning. This subject will encourage students to take an interest in scientific and technological fields through a hands on robotics challenge.

This Immersion subject aims to cater for students who seek to cultivate an interest in scientific and technological fields of robotics and coding. 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. RoboCode will help students to expand their social, intellectual and problem solving skills, helping them to develop into creative and independent adults. Its rigorous nature will allow Students to truly immerse themselves on their quest to personal excellence.

Looking beyond academic achievement, this subject aims to teach students:

1. The pursuit of excellence knows no boundaries
2. Talent is often 'perseverance' in disguise

Learning Standards

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

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Design, Creativity and Technology
- Mathematics
- Science
- English

Assessment

- Self-reflection during the project (competent or not-yet competent)
- Skill demonstration via the completion of the task (competent or not-yet competent)

Style and Sustainability

Description of Program

Style and Sustainability offers a unique opportunity for students to design a variety of wearable fashion items using advanced 3D printing and laser cutting technologies. These projects require students to design and create bespoke accessories such as watch bands, necklaces, bracelets, earrings, and storage boxes. The students designs are crafted from a selection of recycled materials including leather, stainless steel, acrylic, wood, and recycled plastics.

Course Aims

- To use the design process to create wearable fashion items for yourself or others.
- Develop an historical understanding of body adornments and their use in spiritual, ritual and courting rituals throughout history.
- Develop an appreciation of the fashion industry's use of famous/fashionable people to sell their products.
- Design and produce a watchband that can be used with the Apple Watch that can either be 3D printed or cut out of leather, wood or recycled plastics.
- Design and produce a necklace, bracelet or earrings that can be for yourself or gifted to a friend or family member. This will utilize offcut acrylic, wood or plastic from the STEM classes.

Learning Standards

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Design, Creativity and Technology
- Mathematics
- Science
- English
- Textiles
- Sustainability

Assessment

- Self-reflection during the project to a competent or not yet competent level.
- Skill demonstration via the completion of the task to a competent or not yet competent level.



Project Based Learning

At the conclusion of Semester 1 examinations, the Year 9 program does not immediately move into Semester 2 classes to end Term 2. Instead, it provides students the opportunity to explore their passions and interests during Project-Based Learning (PBL) week. The De La Salle Year 9 program prides itself on offering this form of learning, which is heavily student-centred and allows students to have control and choice over what and how they learn, particularly through this initiative.

During PBL week, students will form small groups and select an area of interest, while also looking to solve a problem, answer an inquiry question, or invent something new. Throughout the week, students will work continuously with no formal classes, but they will be supervised, guided, and supported by the Year 9 staff in the construction of their projects. The week culminates in the students sharing their projects and achievements with the wider staff and parent community at the PBL exhibition. Here, students can explain the construction and evolution of their projects, providing context to their learning.



WISE Program

The Year 9 WISE Program provides recognition for commitment, challenge and progressive improvement of self. The program is founded in research, suitably applied at Year 9 level for a unique and enriching experience with the intention of extending students in real world skills. The acronym WISE stands for: Wellness, Independence, Service and Expedition. The WISE Program is an exciting experiential initiative tailored to Year 9s, suitably embedded within Discovery.

Aims

At the end of the course, students will achieve personal growth, a greater self-awareness and confidence to take on challenges in the four areas:

Wellness

This component will involve a goal-orientated task that challenges students to complete a personal stock take of their health. Students will be asked to develop a Health and Wellness goal that is Specific, Measurable, Actionable, Realistic and Timely (SMART). Then, set about devising a plan of action to achieve a sustained improvement in their health. Students will chart improvement within a Wellness Log including reflections and validations of their progress to authenticate their work.

Independence

A five-week intensive course carried out in Term 1 during Tuesday Immersion. Throughout Independence students will complete a series of short rotational classes learning life-skills that are relevant to a 14-year-old living in the 21st century.

Service

The Service component of the WISE Award encourages students to put into action the Catholic charism and encapsulates the mission to 'walk along God's path'. Voluntary service is a most noteworthy learning experience. As such community service will exist within the WISE structure outside timetabled school hours. Students will be challenged to think creatively about how they might be able to make a difference within the community.

Expedition

Students will be challenged via a four-night wilderness expedition that will see them complete a multi-disciplinary experience of hiking, abseiling, rafting and mountain-bike riding along a section of the Mt. Baw Baw/Thomson River Region. This trek will be suitably challenging and look to foster cooperation, teamwork and resilience. Students will camp and cook for themselves. The cohort is divided into small groups who will take a similar path through the region and are challenged to look at their endurance, adaptability and mindset throughout the experience.

Learning Structure

Design, Creativity and Technology

- Reasoning, processing and inquiry
- Creativity
- Reflection, evaluation and metacognition

Interpersonal Development

- Building social relationships
- Working in teams
- Devise, implement and refine strategies demonstrating leadership and collaboration skills

Thinking Processes

- Reasoning, processing and inquiry
- Creativity
- Reflection, processing and metacognition





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