

Middle School

Subject Guide 2020



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LEARNING PATHWAY

The Middle School years from Years 5 to 8 constitute a time of great change in the student, not only as an individual but also as a learner. At Beaconhills there is, in place, a Middle School learning pathway which comprises an evolving model of curriculum delivery to promote and support our students' cognitive development.

Starting at Year 5 our students are allocated one core teacher who will teach those students English, Mathematics, Science, Humanities, RAVE and Personal Development. This enables our students to develop a firm and lasting relationship with one core teacher as they start their learning journey at Middle School. Starting at Year 5 and going into Year 6, students are allocated some significant teachers who teach a combination of subjects. This allows students to continue to make integrated connections between subjects, while developing firm relationships with a small number of teachers. By Years 7 and 8 students work with specialist teachers across all areas of the curriculum.

SKILL DEVELOPMENT

The Middle School Program aims to help students:

- develop positive relationships through understanding and respecting others
- participate in activities which enable them to identify the differing values and beliefs held by individuals in both local and global contexts, and reflect on the impact these may have on relationships
- in their own relationships, especially with peers, identify the needs of others and ways of responding with appropriate sensitivity. They adapt their behaviour and language to suit different settings. Exploring appropriate scenarios, students learn that while they need to value friendship and respect confidentiality, in certain circumstances confidentiality may need to be breached
- understand through experience and reflection, the need for empathy for others
- develop and practise appropriate skills in conflict resolution
- explore how peers may influence the way they respond to others
- continue to identify strategies to build and maintain positive social relationships
- work in teacher- and student-selected teams to complete short- and long-term tasks of varying complexity
- in their teams, to gain experience in a variety of different roles and reflect on those roles they prefer. Students participate in tasks which require them to build knowledge cooperatively, to achieve a shared purpose, and reflect on the contribution they have made and how it could be improved. They also consider how the effectiveness of the team could be improved.

AREAS OF STUDY

Faculty	Year 5	Year 6	Year 7	Year 8
English	10	10	8	8
Essential English	N/A	N/A	6	6
Essential Studies	4	4	N/A	N/A
Humanities	4	4	4	4
LOTE (Languages Other Than English)	4	4	6	6
Mathematics	10	10	8	8
Performing arts	2	2	4	4
Personal development	Compass: 2 Health: 1 Physical Education (includes sport): 5	Compass: 2 Health: 1 Physical Education (includes sport): 5	Health: 1 Physical Education (includes sport): 3	Health: 1 Physical Education (includes sport): 3
RAVE (Religious and Vaules Education)	2	2	2	2
Science	4	4	4	4
Technology	2	2	4	4
Visual Arts	2	2	4	4

Our academic day comprises of five lessons per day each of 60 minutes duration. The timetable cycle is over a period of two weeks. The table above shows the lessons per two week cycle.

Beacon Explorers Program



BEACON EXPLORERS PROGRAM

Rationale

The Beacon Explorers Program is an outdoor program designed to challenge and change students' lives; challenging students physically, mentally, emotionally and spiritually as well as giving them an opportunity to visit amazing places locally, nationally and abroad.

Students and teachers enter their own reality TV show where they live in community for the duration of their program. They eat, sleep, cook and live together in their own unique community. Each member of the community is a 'turtle' and has to carry, paddle, and/or cycle their clothes, shelter, food, personal belongings and group gear for the duration of their experience.

Students quickly learn that actions have consequences in the outdoors and are required to communicate, work together, problem solve, respect one another and acquire new skills if they are to have a positive experience. The goal of the Beacon Explorers Program is to provide students with positive experiences in a range of Victoria's and Australia's varied ecosystems. At times, students may be challenged by the journey they are undertaking with the support of Beacon Explorer guides, and their peers. Students are challenged to share both positive and negative experiences of being in the outdoors, knowing that any outdoors experience is valuable in their life journey. If students learn from their mistakes and those of other students, learn teamwork and how to cope with the experience, then applies that to school, family life or their career, then outdoor education has been successful.

It is hoped that after participating in sequential outdoor education programs, students will have had the opportunity to develop into well-rounded individuals with a tool box of skills ready for whatever life throws at them.

BEACON EXPLORERS PROGRAM

YEAR 5

Log Cabin Camp Program

Students begin their journey in the Beacon Explorers Program with a four day program at Log Cabin Camp. Students will spend one night in a tent on site and the remaining nights in cabins. The program has been designed to give students a brief introduction to the skills and concepts they will apply over the next 5 years in the Beacon Explorers Program. The Year 5 Program has a specific focus on growing independence and forming friendships based on respect and compassion.

Learning focus

In Year 5 students are working towards an understanding of how experiences in the outdoors can support classroom learning through a visit to Sovereign Hill. They will develop their ability to participate positively in a group, through encouraging and supporting their peers through the challenges of the camp. Students will be challenged to develop their independence in ensuring their readiness for daily activities and preparedness for time in the outdoors.

Areas of study

- Students will participate positively in their activity groups, by encouraging others and negotiating roles and responsibilities.
- Students will apply their understanding of independence on camp by demonstrating their preparedness for daily activities and awareness of their activity outline.
- Students will be introduced to outdoor specific skills such as tent set up, canoeing and differentiating between real and perceived risks.
- Through the medium of 'dreaming' stories students will explore story-telling as a skill for teaching valuable life lessons.
- explore how time in the outdoors on camp has personally benefited each student.

Reflection

- teacher-written reflection on student's behaviour and achievements on camp
- student reflection on program highlights and personal benefits from being in the outdoors.

BEACON EXPLORERS PROGRAM

YEAR 6

Jindabyne/Canberra Program

The Year 6 Program is a seven day journey to Australia's Capital City, Canberra. Students will explore an understanding of civics and participate in visits to sites of national significance such as the War Memorial, Tent Embassy and Parliament House. Their journey will continue with a three night stopover in Jindabyne where students will spend two nights at the Bungarra Alpine Centre; mountain biking, canoeing and snow shoeing out to Mount Kosciusko.

Learning focus

The year 6 Beacon Explorers Program has a focus on developing independence, outdoor specific skills and understanding the birth of Australia as a nation from Indigenous and colonialist perspectives. In Canberra students will explore national sights of significance, applying their knowledge developed in the classroom to a real world context. In Jindabyne students will be introduced to the skills they will spend the next three years mastering in the Beacon Explorers Program.

Areas of study

- the impact of colonisation on Indigenous Australia from First Fleet until present day
- the development of Australian laws and parliament
- the impact of war on the development of Australia as a nation
- essential skills for canoeing and mountain bike riding
- one night camping in tents and cooking as a group.

Reflection

- teacher-written reflection on student's behaviour and achievements on camp
- student reflection on their greatest challenge on program and how the experience allowed them to grow in independence.

BEACON EXPLORERS PROGRAM

YEAR 7

Mornington Peninsula Program

The Year 7 camp combines the best of the Pt Leo, Balnarring and Somers area. This program has been designed to gradually introduce students to the skills and concepts that will be developed in subsequent years of the outdoor education programs. They will participate in a variety of activities including bushwalking, camping in tents, rock pooling, Indigenous education, surfing and swimming, beach play, general camp craft activities, solo activities and initiatives.

Learning focus

The year 7 Beacon Explorers Program has a focus on providing students with an introduction to the essential skills students will develop over their time in the Beacon Explorers Program. Students are introduced to packing a hiking bag for a three day journey, group cooking on Trangias, navigation and hiking, cycling as a group and general camp craft skills. Students are given an opportunity to develop their social skills in a small group setting and are provided with opportunities for leadership throughout the four day program.

Areas of study

- While travelling and living in a smaller community, students will begin to understand how their strengths can support other members of the group.
- Students will be challenged to develop new friendships on program.
- Students will develop their ability to work within a community to achieve a common goal.
- Students will develop their understanding of outdoor travel through packing a hiking bag and undertaking a four day journey along the coast of Point Leo.
- While exploring the rock pools of Point Leo, students will identify observable features on marine life. They will consider how these adaptations help organisms to survive in the constantly changing rock-pool environment.
- Students will be introduced to, and use Boonwurrung language when talking about the surrounding landscape under the guidance of Indigenous staff.

Reflection

- teacher-written reflection on student's behaviour and achievements on camp.

BEACON EXPLORERS PROGRAM

YEAR 8

Gariwerd Program

The Year 8 Gariwerd Program is a five day journey with students spending all nights in tents. They will spend two nights in a caravan park and the other two nights in Parks Victoria-run campsites. The focus of the Year 8 Program is to consolidate students' previous outdoor education experiences in Years 5, 6 and 7 in order to prepare them for their Year 9 Extended Hiking Program. With this in mind, The program will build on students' camping, bushwalking, canoeing, cycling, food preparation and leadership skills, while also teaching them about the rich history of the area.

Learning focus

The Year 8 Beacon Explorers Program will provide an opportunity for students to further refine and improve their skills in the outdoors. The program has a focus on leadership and a greater expectation of students ability to safely navigate through a day's journey on program. Over the five day journey students will have an opportunity to lead the group for a day, working on their navigation, planning and communication skills. Students will engage in conversation about the ongoing battle for Indigenous recognition in wider Australia with a specific focus on the land rights battle occurring on the Western Highway in present day.

Areas of study

- Students will understand Indigenous interactions with the land and how they shaped what we see today.
- Through community living students will learn how to serve those around them and assist each other through challenges.
- Students will begin to understand the importance of reflection, and sharing thoughts and feelings with others.
- Students will have the opportunity to learn the art of leadership and develop their own personal leadership style.
- Students will fine tune their skills in outdoor travel over a five day journey in the Gariwerd National Park.

Reflection

- teacher-written reflection on student's behaviour and achievements on camp.

English

ENGLISH

Rationale

Students are encouraged to master their ability to read, write, listen and speak with confidence, in various contexts. These skills are crucial in supporting the ability of the student to interpret, analyse and communicate information that is required as a student develops their knowledge and skills across all domains in the curriculum. English is vital in allowing students to develop critical literacy skills and to form and substantiate their ideas over a wide range of social, cultural and environmental issues.

Year 5

Learning focus

The major learning focus at Year 5 is to consolidate the following fundamental literacy skills:

- reading
- writing - including spelling, handwriting and grammar - practised in a range of writing genres
- speaking and listening.

Areas of study

- narrative writing
- recount
- persuasive writing
- spelling and grammar
- literacy circles
- read, respond and interpret a wide variety of reading material
- oral presentations
- appreciation of poetry.

Assessment

Type of assessment tasks used:

- skills and application tasks
- coursework
- tests including diagnostic tests
- oral presentations.

ENGLISH

(CONTINUED)

Year 6

Rationale

Students are encouraged to master their ability to read, write, listen and speak with confidence, in various contexts. These skills are crucial in supporting the ability of the student to interpret, analyse and communicate information that is required as a student develops their knowledge and skills across all domains in the curriculum. Literacy skills are vital in allowing students to develop critical literacy skills, forming and substantiating their ideas over a wide range of social, cultural and environmental issues.

Learning focus

The major learning focus at Year 6 is to consolidate the following fundamental literacy skills:

- reading
- writing - including spelling, handwriting and grammar - practised in a range of writing genres
- speaking and listening.

Areas of study

- narrative writing
- persuasive writing
- procedural text
- spelling and grammar
- literacy circles
- read, respond and interpret a wide variety of reading material
- oral presentations
- appreciation of poetry
- selected novel study.

Assessment

Type of assessment tasks used:

- skills and application tasks
- coursework
- tests including diagnostic tests
- oral presentations.

ENGLISH

(CONTINUED)

Year 7

Rationale

Students are encouraged to master their ability to read, write, listen and speak in various contexts. These skills are crucial in supporting the ability of the student to interpret, analyse and communicate information that is required as a student develops their knowledge and skills across all domains in the curriculum. English is vital in allowing students to develop critical literacy skills and to form and substantiate their ideas over a wide range of social, cultural and environmental issues.

Learning focus

The English curriculum aims to develop the skills of speaking, listening, reading and writing along with a knowledge of texts, genre and linguistic patterns. As such, the English curriculum is divided into the following dimensions:

- reading
- writing - including spelling, handwriting and grammar - practised in a range of writing genres
- speaking and listening.

Throughout the range of activities within the set program students respond to a wide variety of print, visual and electronic texts that explore familiar themes and issues. These texts combine verbal and visual language in various ways and include imaginative, informative and argumentative forms.

Areas of study

- recount/narrative writing
- persuasive writing
- text response essay
- grammar and spelling
- novels and film studies.

Assessment

Type of assessment tasks used:

- skills and application tasks
- coursework
- tests including diagnostic tests
- oral presentations and debates.

ENGLISH

(CONTINUED)

Year 8

Rationale

Students are encouraged to master their ability to read, write, listen and speak in various contexts. These skills are crucial in supporting the ability of the student to interpret, analyse and communicate information that is required as a student develops their knowledge and skills across all domains in the curriculum. English is vital in allowing students to develop critical literacy skills and to form and substantiate their ideas over a wide range of social, cultural and environmental issues.

Learning focus

The English curriculum aims to develop the skills of speaking, listening, reading and writing along with a knowledge of texts, genre and linguistic patterns. As such, the English curriculum is divided into the following dimensions:

- reading
- writing - including spelling, handwriting and grammar - practised in a range of writing genres
- speaking and listening.

Throughout the range of activities within the set program students respond to a wide variety of print, visual and electronic texts that explore familiar themes and issues. These texts combine verbal and visual language in various ways and include imaginative, informative and argumentative forms.

Areas of study

- persuasive writing
- text response essays
- creative response
- poetry
- grammar and spelling
- novels and film studies.

Assessment

Type of assessment tasks used:

- skills and application tasks
- coursework
- tests including diagnostic tests
- oral presentations and debates.

Essential Studies



ESSENTIAL STUDIES

Years 5 and 6

The Year 5 Essential Studies and Year 6 Essential Studies courses aim to develop the required foundation skills necessary for sustained improvement in English.

Programs are tailored to suit the varying needs of the students in order to help them fill any gaps in their knowledge, to ensure a solid foundation is established as the basis of their educational success. Various intervention programs are implemented to suit the needs of the class. These may include MacqLit reading intervention, Feurstein learning tools, or targeted learning areas based on student need.

Students are invited to participate in the Essential Studies Program based on identified need through the Individual Programs department.

Years 7 and 8

The Year 7 Essential English and Year 8 Essential English courses have been established to develop the required foundation skills necessary for sustained improvement in English. Areas covered include spelling patterns, parts of speech, reading for meaning, decoding, writing texts using a variety of genres, and learning about and applying punctuation conventions. The class sizes are small to accommodate the explicit instruction given to students in the teaching of these essential areas.

The program has been developed in order to help students fill any gaps in their knowledge, to further support them in their literacy and to ensure a solid foundation is established as the basis of their educational success.

Humanities



HUMANITIES

HISTORY

Rationale

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

Year 5

Learning focus

Students study colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

Year 6

Learning focus

Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

HUMANITIES

HISTORY (CONTINUED)

Year 7

Learning focus

Students study Ancient Worlds. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

Year 8

Learning focus

Students study Medieval Europe and Shogunate Japan. The beginning of the modern history was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Assessment

Type of assessment tasks used:

- annotated visual display
- primary and secondary source analysis
- individual enquiry
- multi-media presentations
- extended response.

HUMANITIES

GEOGRAPHY

Rationale

The Geography curriculum aims to ensure that students develop:

- a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical methods and skills
- the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

Year 5

Learning focus

The curriculum focuses on the concepts of place and interconnection. Students' mental maps of the world are further developed through learning the locations of the major countries in Europe and North America. In exploring the interconnections between people and environments, students examine how environmental characteristics such as climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed.

Year 6

Learning focus

In Year 6 the scale of study goes global as students investigate the geographical diversity and variety of connections between people and places, with a depth study of Asia. They learn that some climates produce hazards such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of prevention, mitigation and preparedness as ways of reducing the effects of these hazards.

HUMANITIES

GEOGRAPHY (CONTINUED)

Year 7

Learning focus

Water in the World focuses on water as an example of a renewable environmental resource. It develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life in different ways and that the environment has its specific hazards. Place and Liveability focuses on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

Year 8

Learning focus

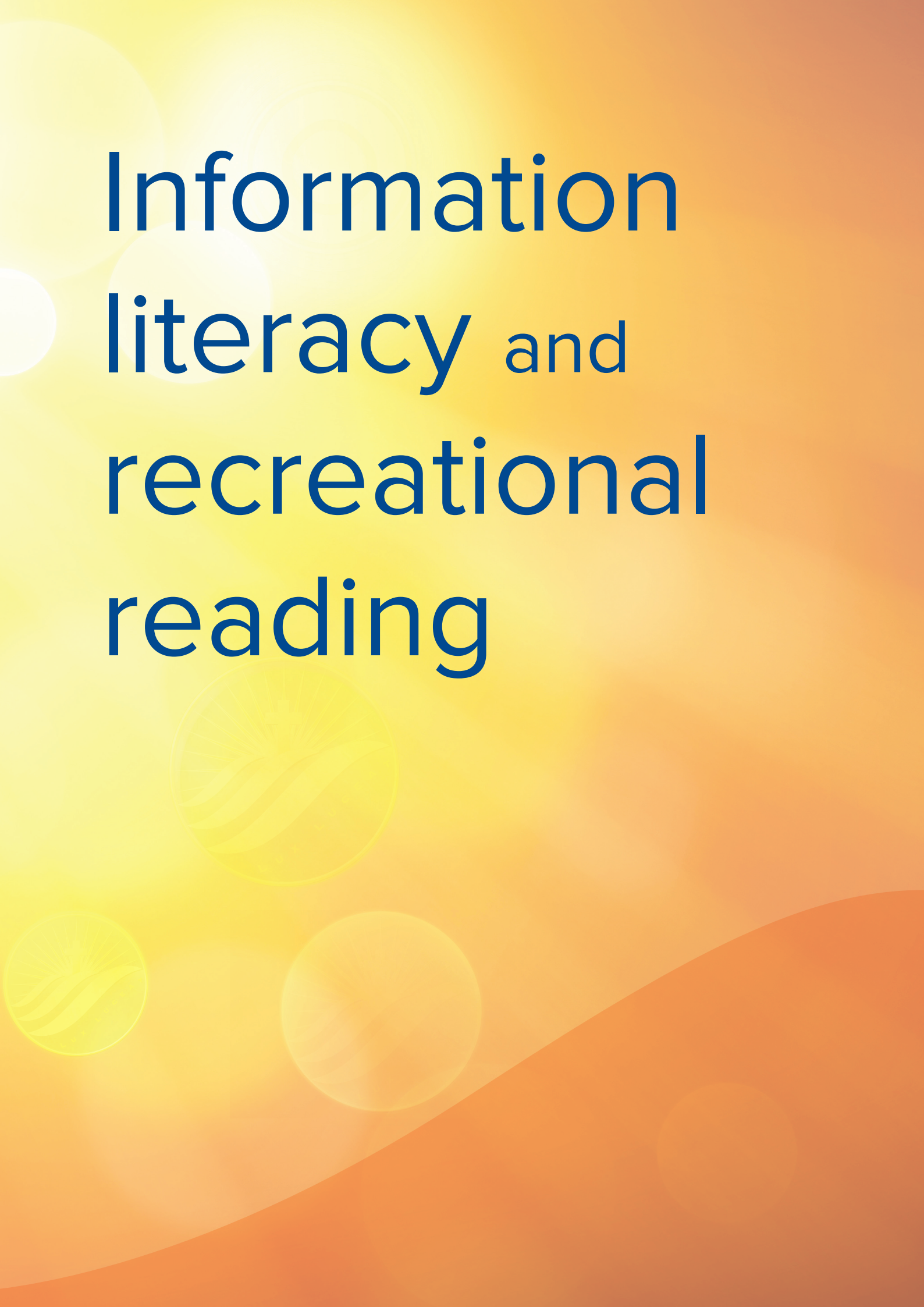
Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. It also develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander peoples. Changing Nations focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change. It explores the process of urbanisation and how it interconnects with low and middle-income economies and societies. It investigates the reasons for the high level of urban concentration in Australia and examines issues related to the management and future of Australia's urban areas

Assessment

Type of assessment tasks used:

- skills and application tasks
- mapping
- annotated visual display
- data analysis
- fieldwork report
- presentations.

Information literacy and recreational reading



INFORMATION LITERACY AND RECREATIONAL READING

Rationale

Research is a crucial skill that allows our students to develop the capacity to develop knowledge, concepts and skills accurately and independently. There is a large range of information sources that is available to the student which require a range of different techniques and strategies. For example, reliable and unreliable information is published on the internet every day. While there are lots of reliable, useful, fun and informative information sites online, there are also some sites which misrepresent the truth, are out-of-date, biased or simply incorrect. Information can be easily published without being reviewed, confirmed or verified in any way by an authority or expert. Our students require the skills to distinguish between reliable and unreliable online information to ensure they develop an accurate and thorough understanding of the concepts being researched.

The application of effective information literacy skills supports all subject areas and underpins our students' ability to develop their knowledge and skills independently.

Research evidence also demonstrates that regular recreational reading improves academic outcomes across the curriculum as well as helping to develop creativity, imagination and empathy.

Learning focus

Emphasis is on:

- assisting students to develop knowledge, skills and behaviours to present information, ideas and opinions in a way that is appropriate to the tasks they have been set
- researching skills, note-taking and presentations in a variety of formats, locating library resources and online encyclopedias, databases, newspapers and magazines through the Library homepage
- organisation and synthesis of ideas gained from information resources including identifying areas requiring further research
- exposure to a range of literature formats that underpin the development of literacy skills necessary for effective communication including the correct format for bibliographies
- developing strategies that allow students to access information on the internet in a reliable, safe and ethical manner
- facilitating student choice of range of recreational reading including fiction and nonfiction
- providing access to a variety of formats including physical books, ebooks and audiobooks.

LOTE

(Languages Other than English)



LOTE (LANGUAGES OTHER THAN ENGLISH)

FRENCH

French is taught using the AIM Gesture Method. It is a total immersion method which engages students immediately as they feel the language kinesthetically, live the language through the stories, and experience success in speaking French. The program accelerates the acquisition of a second language and caters for the range of abilities students have and their prior knowledge of languages.

Year 5

Rationale

Year 5 students are at an optimum age to acquire a second language. The course aims to build confidence by allowing students to comprehend and to experience success.

Learning focus

The AIM curriculum aims to dispel any fear or inhibition of speaking a foreign language as students watch listen and engage with the stories through interaction with the AIM portal. The major learning focus at Year 5 is to consolidate and develop the following fundamental skills:

- speaking
- listening comprehension
- writing
- reading.

Areas of study

- grammar structures
- correct syntax
- question formation
- vocabulary of the studied play
- basic verbs in present tense.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes
- play performances.

French is taught using the AIM Gesture Method. It is a total immersion method which engages students immediately as they feel the language kinesthetically, live the language through the stories, and experience success in speaking French. The program accelerates the acquisition of a second language and caters for the range of abilities students have and their prior knowledge of languages.

Year 6

Rationale

The course aims to engage students in, and give them a share of responsibility in their learning by working independently with the AIM portal; thus enabling them to acquire second language proficiency as quickly as possible.

Learning focus

Students will learn correct sentence patterns by analysing specific constructions in the stories. Students continue their familiarisation with cultural diversity. The course aims to further develop fluency. The major learning focus at Year 6 is to consolidate and further develop the following fundamental skills:

- speaking
- listening comprehension
- writing
- reading.

Areas of study

- grammar structures
- correct syntax
- question formation
- vocabulary of the studied play
- basic verbs in present tense.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes
- play performances.

Beginners and Continuing courses are offered at Year 7. The Beginners' Course is designed for new Year 7 students who have little or no experience in learning French. The Continuing Course caters for those students who have studied French for at least one year using the AIM Gesture Method.

Year 7 (Beginners)

Rationale

Year 7 students new to the program need to be encouraged to acquire second-language proficiency within a shortened time frame. The course aims to build confidence by allowing students to experience success in understanding and speaking French from the first lesson.

Learning focus

The AIM curriculum aims to dispel any fear or inhibition of speaking a foreign language as students watch, listen, and engage with the stories. Frequent choral repetition develops their confidence and speaking and listening comprehension skills, through interaction with the AIM portal. Students also become aware of cultural diversity. The major learning focus at Year 7 is to consolidate and develop the following fundamental skills:

- speaking
- listening comprehension
- writing
- reading.

Areas of study

- grammar structures
- correct syntax
- question formation
- vocabulary of the studied play
- basic verbs in present tense.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes
- play performances.

Beginners and Continuing courses are offered at Year 7. The Beginners' Course is designed for new Year 7 students who have little or no experience in learning French. The Continuing Course caters for those students who have studied French for at least one year using the AIM Gesture Method.

Year 8 (Intermediate - 2nd year studying French)

Rationale

The course aims to engage students in, and give them a share of responsibility in their learning by working independently with the AIM portal; thus enabling them to acquire second-language proficiency as quickly as possible.

Learning focus

The program aims to:

- further develop fluency as well as reading and listening comprehension skills
- learn correct sentence patterns by analysing specific constructions in the stories
- acquire a knowledge of verb construction and usage
- continue their familiarisation with cultural diversity.

Areas of study

- grammar structures
- correct syntax
- question formation
- vocabulary of the studied play
- basic verbs and some irregular verbs in present tense
- basic verbs in past tense.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes
- play performances.

Beginners and Continuing courses are offered at Year 7. The Continuing Course caters for those students who have studied French for at least one year using the AIM Gesture Method.

Year 7 (Continuing - 3rd year studying French)

Rationale

To engage students by giving them a share of the responsibility in their learning through working independently with the AIM Portal; thus enabling them to acquire second-language proficiency as quickly as possible.

Learning focus

The major learning focus at Year 7 is to consolidate and develop the following fundamental skills:

- speaking
- listening comprehension
- writing
- reading.

Areas of study

- grammar structures
- correct syntax
- question formation
- vocabulary of the studied play
- verbs in present, past and future tenses.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes
- play performances.

Beginners and Continuing courses are offered at Year 7. The Continuing Course caters for those students who have studied French for at least one year using the AIM Gesture Method.

Year 8 (Advanced - 4th year studying French)

Rationale

To engage students by giving them a share of the responsibility in their learning through working independently with the AIM portal; thus enabling them to acquire second-language proficiency as quickly as possible. To improve communication skills by enabling students to express their ideas in both the spoken and written forms of the language.

Learning focus

The major learning focus at Year 8 is to consolidate and further develop the following fundamental skills:

- speaking
- listening comprehension
- writing
- reading.

Areas of study

- grammar structures
- correct syntax
- question formation
- vocabulary of the studied play
- verbs in present, past and future tenses.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes
- play performances.

LOTE (LANGUAGES OTHER THAN ENGLISH)

JAPANESE

The Middle School Japanese coursework is designed to introduce and develop two main aspects of the Japanese language: 1) the reading and writing of the three Japanese scripts, hiragana, katakana and kanji; and 2) the understanding and proficient use of grammatical structures in authentic oral, aural, reading and writing situations. Students will also develop an awareness of various cultural aspects specific to Japan, in addition to developing a better understanding of their own culture.

Year 5

Rationale

Year 5 students are at an optimum age to acquire a second language. This course aims to build confidence by developing new language skills and using those new skills.

Learning focus

The Year 5 Japanese curriculum aims to develop the skills of speaking, listening, reading and writing, along with the development of the first script hiragana and build the students' knowledge of basic vocabulary and grammatical structures.

Areas of study

Students will develop vocabulary and grammar in topics such as:

- myself
- my family
- my pet.

by:

- preparing, memorising and performing oral presentations
- singing songs based on the area of unit studied
- answering questions and producing personal oral and written responses
- memorisation of the reading and writing of the first script, hiragana
- learning extensive vocabulary and using vocabulary in authentic situations (role plays).

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes.

Year 6

Rationale

To engage students and give them a share of the responsibility in their learning by working independently, in pairs and in groups. To enable them to further develop second language understanding and proficiency.

Learning focus

The Japanese curriculum for Year 6 aims to consolidate the reading and writing skills of the first script, hiragana, and further develop the skills of speaking, listening, reading and writing in the target language.

Students will also learn correct sentence patterns by analysing specific constructions in the units of work covered.

Areas of study

Developing extensive vocabulary and grammar in topics such as:

- Japanese schools and the Japanese house
- daily activities
- transport and going places.

by:

- preparing, memorising and performing oral presentations
- singing songs based on the area of unit studied
- answering questions and producing personal oral and written responses
- learning extensive vocabulary and using vocabulary in authentic situations
exposure to the second script, katakana.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes.

Year 7 (Beginning)

Rationale

Year 7 students new to the program are encouraged to acquire second language proficiency within a shortened time frame. The course aims to build confidence by allowing students to experience success in understanding Japanese from the first lesson.

Learning focus

The Japanese curriculum for Year 7 (Beginning) aims to develop the key skills of speaking, listening, reading and writing, along with the development of the first and second script hiragana and katakana. It aims to build a student's knowledge of vocabulary and grammatical understanding.

Students will also learn correct sentence patterns by analysing specific constructions in the units of work covered.

Areas of study

Students will develop extensive vocabulary and grammar within the following topics:

- appropriate greetings and self-introduction
- nationalities/countries
- family and pets
- food.

by:

- preparing and performing of oral interviews and role plays
- answering questions and producing personal oral and written responses
- memorising the reading and writing of the first script, hiragana, and the second script, katakana
- learning extensive vocabulary and using vocabulary in authentic situations, such as role plays.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes.

Year 8 (Continuing)

Rationale

This course is a natural progression from Year 7 Beginning. It aims to engage students in their learning by working independently, in pairs and in groups; thus enabling them to acquire second language understanding and proficiency.

Learning focus

The Japanese curriculum for Year 8 (Continuing) aims to further develop students skills in reading and writing of the Japanese scripts, (including the introduction of the third script, kanji), and the skills of speaking, listening, reading and writing in the target language.

Students learn correct sentence patterns by analysing specific constructions in the units of work covered.

Areas of study

Developing extensive vocabulary and grammar for the following topics:

- time
- hobbies
- getting about/transport
- daily routines.

by:

- preparing and performing of oral interviews and role plays
- answering questions and producing personal oral and written responses
- reading and writing of the first script, hiragana, and the second script, katakana
- memorising the reading and writing of the third script, kanji
- memorising extensive vocabulary and using vocabulary in authentic situations, such as role plays.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes.

Year 7 (Continuing)

Rationale

The course aims to engage students in, and give them a share of responsibility for their learning by working independently, in pairs and in groups; enabling them to acquire second language understanding and proficiency.

Learning focus

The Japanese curriculum for Year 7 (Continuing) aims to further develop student reading and writing of the Japanese script (including the introduction of katakana and kanji) and the skills of speaking, listening, reading and writing in the target language. Students will learn correct sentence patterns by analysing specific constructions in the units of work covered.

Areas of study

Developing extensive vocabulary and grammar for the following topics:

- appropriate greetings
- self-introduction (talking about self)
- nationalities/countries
- family and pets
- food
- time.

by:

- memorising and presentation of oral scripts
- answering questions and producing personal oral and written responses
- memorisation of the reading and writing of the first script, hiragana, and the second script, katakana
- memorisation of extensive vocabulary and using vocabulary in authentic situations.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes.

Year 8 (Advanced)

Rationale

The course aims to engage students in, and give them a share of responsibility for their learning by working independently, in pairs and in groups; enabling them to acquire second language understanding and proficiency.

Learning focus

The Japanese curriculum for Year 8 (Advanced) aims to further develop student reading and writing of the Japanese script (particularly of kanji) and the skills of speaking, listening, reading and writing in the target language. Students will learn correct sentence patterns by analysing specific constructions in the units of work covered.

Areas of study

Developing extensive vocabulary and grammar for the following topics:

- hobbies
- getting about/transport
- daily routine.

by:

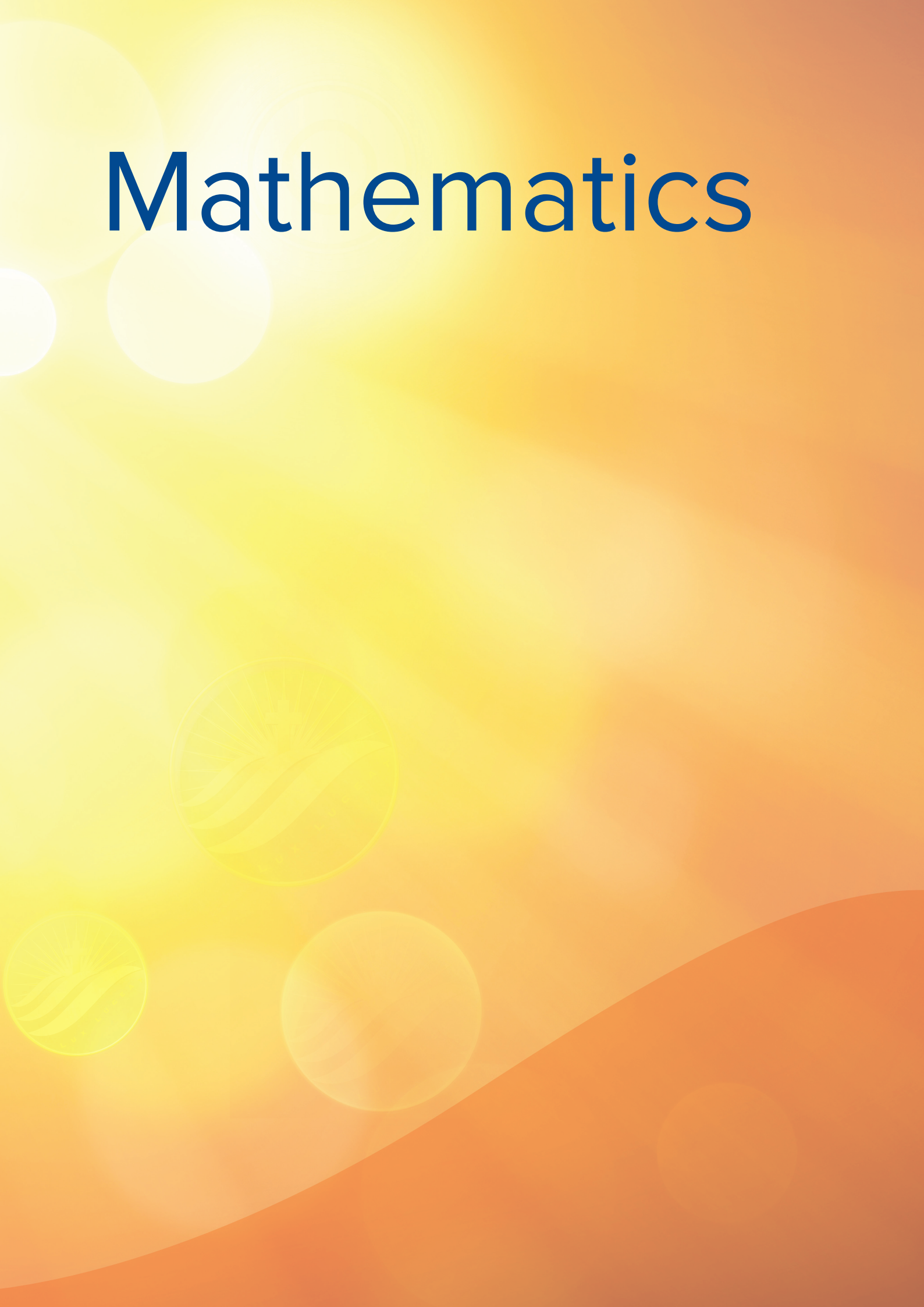
- preparing, memorising and performing role plays
- answering questions and producing personal oral and written responses
- reading and writing of the first script, hiragana, and the second script, katakana
- memorisation of the reading and writing of the third script, kanji
- learning extensive vocabulary and using vocabulary in authentic situations, such as role plays.

Assessment

Type of assessment tasks used:

- unit tests
- oral assessment
- written assessment
- vocabulary quizzes.

Mathematics



MATHEMATICS

Year 5

Rationale

The aim of the Mathematics Program is to provide students with a comprehensive curriculum based on the Australian Curriculum. Within Mathematics, we attempt to build and develop mathematical skills and learn how to apply them to real life situations. Students describe their investigations with correct mathematical terms, symbols and notations. They attempt to 'think like a mathematician does'; to investigate a problem, generate data, look for patterns, draw conclusions and publish their results. This assists students to recognise the real life applications of mathematical skills that enable them to become effective problem solvers. Information technology is used as an additional tool for enabling students to complete more hands on activities, with links to the real world.

Learning focus

Students revise and consolidate previous knowledge, practise new skills and learn how to apply skills in real life situations. They practise using mathematics to model and investigate the world around them.

Areas of study

- number and place value
- fractions and decimals
- geometry and shapes
- money and financial maths
- number patterns and algebra
- location and transformations
- chance and data.

Assessment

Type of assessment tasks used:

- topic tests
- open ended investigations
- research assignments.

MATHEMATICS

(CONTINUED)

Year 6

Rationale

The aim of the Mathematics Program is to provide students with a comprehensive curriculum based on the Australian Curriculum. Within Mathematics, we attempt to build and develop mathematical skills and learn how to apply them to real life situations. Students describe their investigations with correct mathematical terms, symbols and notations. They attempt to 'think like a mathematician does'; to investigate a problem, generate data, look for patterns, draw conclusions and publish their results. This assists students to recognise the real life applications of mathematical skills that enable them to become effective problem solvers. Information technology is used as an additional tool for enabling students to complete more hands on activities, with links to the real world.

Learning focus

Students revise and consolidate previous knowledge, practise new skills and learn how to apply skills in real life situations. They practise using mathematics to model and investigate the world around them.

Areas of study

- number and place value
- order of operations
- number patterns and algebra
- fractions, decimals and percentages
- measurement
- financial mathematics.

Assessment

Type of assessment tasks used:

- topic tests
- open ended investigations
- research assignments
- coursework.

MATHEMATICS

(CONTINUED)

Year 7

Rationale

The aim of the Mathematics Program is to provide students with a comprehensive curriculum based on the Australian Curriculum. Within Mathematics, we attempt to build and develop mathematical skills and learn how to apply them to real life situations. Students describe their investigations with correct mathematical terms, symbols and notations. They attempt to 'think like a mathematician does'; to investigate a problem, generate data, look for patterns, draw conclusions and publish their results. This assists students to recognise the real life applications of mathematical skills that enable them to become effective problem solvers. Information technology is used as an additional tool for enabling students to complete more hands on activities, with links to the real world.

Learning focus

Students revise and consolidate previous knowledge, practise new skills and learn how to apply skills in real life situations. They practise using mathematics to model and investigate the world around them.

Areas of study

- number and place value
- fractions, decimals and percentages
- patterns and algebra
- geometry
- probability.

Assessment

Type of assessment tasks used:

- topic tests
- open ended investigations
- research assignments.

MATHEMATICS

(CONTINUED)

Year 8

Rationale

The aim of the Mathematics Program is to provide students with a comprehensive curriculum based on the Australian Curriculum. Within Mathematics, we attempt to build and develop mathematical skills and learn how to apply them to real life situations. Students describe their investigations with correct mathematical terms, symbols and notations. They attempt to 'think like a mathematician does'; to investigate a problem, generate data, look for patterns, draw conclusions and publish their results. This assists students to recognise the real life applications of mathematical skills that enable them to become effective problem solvers. Information technology is used as an additional tool for enabling students to complete more hands on activities, with links to the real world.

Learning focus

Students revise and consolidate previous knowledge, practise new skills and learn how to apply skills in real life situations. They practise using mathematics to model and investigate the world around them.

Areas of study

- numbers and place value-integers
- fractions, decimals and percentages
- patterns and algebra
- linear and non-linear relationships
- measurement
- data representation and interpretation.

Assessment

Type of assessment tasks used:

- topic tests
- open ended investigations
- research assignments.

Performing arts



PERFORMING ARTS

MUSIC

At Years 5 and 6, Music is completed in conjunction with the Band Program where students are able to attend private and group tutorial instrumental lessons, to support their classroom curriculum. Students have the option of continuing learning an instrument in Year 6 and engaging in the Enrichment Program (E).

Year 5

Rationale

The Music Program aims to provide students with positive and meaningful musical experiences. Students develop skills and confidence in group and solo contexts, building on past musical experiences, while actively and rigorously learning a wide range of musical skills. A key focus of the course is to develop important foundational skills in reading, writing and performing music.

Learning focus

Students experience music through using the voice, instruments, listening skills, movement, theory and composition. Students participate in an intensive band course, learning a brass or woodwind instrument for one semester.

Learning to work productively both individually and in groups, whilst developing musical knowledge, are key learning areas of the curriculum.

Areas of study

- composition on band instrument
- performance skills
- musical concepts.

Assessment

Type of assessment tasks used:

- aural test
- keyboard and singing performance
- band instrument composition/performance
- tests on musical concepts
- groups, bands and orchestras listening test.

PERFORMING ARTS

MUSIC (CONTINUED)

Year 6

Rationale

The Music Program aims to provide students with positive and meaningful musical experiences. Students develop skills and confidence in group and solo contexts, building on past musical experiences, while actively and rigorously learning a wide range of musical skills. A key focus of the course is to develop important foundational skills in reading, writing and performing music.

Learning focus

Students experience music through using the voice, instruments, listening skills, movement, theory and composition. Students can apply to participate in an intensive enrichment music course, focusing on an instrument for the full year.

Learning to work productively in groups and developing musical knowledge, are key learning areas of the curriculum.

Areas of study

- world music
- performance skills
- musical concepts
- rap music (core)
- ensemble playing (E).

Assessment

Type of assessment tasks used:

- musical theatre research task (core)
- compositions and performances
- world music research task
- aural tests
- instrument performances
- ensemble test (E).

PERFORMING ARTS

MUSIC (CONTINUED)

Year 7

In Years 7 and 8, Music is alternated on a semester basis with Drama.

Rationale

It is anticipated that students will continue to develop musical knowledge and skills, focusing on keyboard and guitar to complement their theory and aural coursework. In Year 7, students can apply or continue to engage in the Enrichment Music Program, further progressing their instrumental technique.

Learning focus

The Year 7 Music Program encourages students to listen, compose and perform. This course is intended to provide an environment in which an acquaintance with the basic elements of music can be recognised. It is also designed to allow more experienced students the opportunity to extend their knowledge and skills.

Areas of study

- world music
- music technology/software (core)
- performance skills
- musical concepts
- music in films and composition (core)
- individual/ensemble based performance (E)
- theory, aural and listening analysis (E).

Assessment

Type of assessment tasks used:

- theory and aural tests
- composition task
- film music or world music test
- instrumental techniques and performance
- composer research task (core)
- sectional performance (E).

PERFORMING ARTS

MUSIC (CONTINUED)

Year 8

In Years 7 and 8, Music is alternated on a semester basis with Drama.

Rationale

It is anticipated that students will continue to develop musical knowledge and skills, focusing on keyboard and guitar to complement their theory and aural coursework. In Year 7, students can apply or continue to engage in the Enrichment Music Program, further progressing their instrumental technique.

Learning focus

The Year 8 Music Program encourages students to listen, compose and perform. This music course is intended to provide students with an opportunity to explore and develop guitar skills which underpin a majority of the practical activities of the course. The Year 8 course is also designed to allow more experienced students to extend their knowledge and skills to guide them towards senior Music subjects.

Areas of study

- guitar playing skills in both solo and group settings
- guitar composition skills
- music history and rock
- performance skills on guitar
- musical concepts, including aural.

Assessment

Type of assessment tasks used:

- aural, analysis and theory test
- guitar composition task
- guitar melody, chord and song performance.

PERFORMING ARTS

DRAMA

Year 7

In Years 7 and 8 Drama is completed on a semester basis with Music.

Rationale

Drama aids the development of confidence, independence, tolerance, sensitivity, creativity and social awareness. Year 7 and 8 students undertake a semester of Drama which will enable them, both as individuals and in groups, to explore, shape and represent ideas and feelings and their consequences.

Through acquiring the skills to perform and critique performances in addition to strengthening intellectual and creative capacity, drama provides students with the ability to present their ideas to their peers in a disciplined manner.

Learning focus

Students make, create and re-create drama through improvisation, physical exploration and characterisation. Students explore different dreamtime stories as they learn about Indigenous culture. Students learn to look at the world through a different perspective and how they would fit into that world.

Areas of study

- mime
- movement
- Indigenous storytelling.

Assessment

Type of assessment tasks used:

- ability to work co-operatively in a group situation
- applying dramatic skills in a group performance
- written reflection and notes.

PERFORMING ARTS

DRAMA (CONTINUED)

Year 8

In Years 7 and 8 Drama is completed on a semester basis with Music.

Rationale

Drama aids the development of confidence, independence, tolerance, sensitivity, creativity and social awareness. Year 7 and 8 students undertake a semester of Drama which will enable them, both as individuals and in groups, to explore, shape and represent ideas and feelings and their consequences.

Through acquiring the skills to perform and critique performances in addition to strengthening intellectual and creative capacity, drama provides students with the ability to present their ideas to their peers in a disciplined manner.

Learning focus

Building on knowledge from Year 7, students make, create and re-create drama through improvisation, role-play, characterisation and theatre styles. Students will play with portraying stock characters and performing theatre with a social message. Students learn to look at the world through a different perspective and how they would fit into that world.

Areas of study

- improvisation
- commedia dell'arte
- epic theatre.

Assessment

Type of assessment tasks used:

- performance based assessment, focusing on application of stimuli
- group and solo performances, using commedia dell'arte and epic theatre skills
- written reflections, notes and research projects.

Personal development



PERSONAL DEVELOPMENT

COMPASS

Years 5 and 6

Rationale

Personal Development is the process of becoming the best possible person and for the individual to reach a point in their life where they achieve to the level of where they aspire to be in life. In Compass, skills are explicitly taught and learned, knowledge and aptitudes are gained and developed so that a fulfilling, satisfying and happy life can be lived.

Learning focus

The purpose of this program is to provide Year 5 students with an opportunity to develop knowledge and understanding of themselves in relation to the world around them. The Compass Program for Year 5 students will comprise of an Orientation Program that will introduce them to the concept of Being Beaconhills. Linking into this concept there will be a number of classroom based programs, explicit teaching, learning through narrative, role-playing, presentations and workshops that will provide a sound introduction to wellbeing and the understandings of what it means to be a successful member of a community. Sessions will involve promoting healthy individual wellbeing as well as educating students about their role in community wellbeing. Sessions will promote establishing connectedness to communities and supports available within the College and the wider community.

The College Values of Integrity, Compassion and Respect (“Respect for myself, respect for others and respect for my world”) will be the underpinning theme for Years 5 and 6.

Areas of study

Getting your bearings:

- effective use of iPads, App4 and cybersafety
- College expectations, Being Beaconhills and core values
- gratitude, kindness and helping others.

Growth Mindset:

- mastery Learning - effort, process and practice
- mindfulness and self-reflection
- perseverance and resiliency
- goal-setting.

Managing personal learning:

- time management
- Learning Mindset
- careful and purposeful planning.

Inter-personal learning:

- working in teams
- embracing challenges
- building social relationships.

PERSONAL DEVELOPMENT

PHYSICAL EDUCATION

Rationale

During practical Physical Education classes in Years 5 and 6, students continue to refine and enhance their fundamental movement skills in both structured games and active play scenarios. It is integral that students focus on applying maximum effort in a range of sporting situations of different durations and intensities. In comparison to their previous level of involvement, they are exposed to more intricate movement patterns in a variety of settings including indoor and outdoor environments as well as aquatic situations.

As part of the course, students are required to consistently work collaboratively with their peers to improve their communication and problem solving skills. In addition, they continue to build on the way they apply rules fairly and the ethical considerations associated with sports and games.

Finally, a fundamental component of student involvement in Years 5 and 6 is that they begin to develop their understanding of movement and movement sequences as well as interpreting how their body changes and responds to variety of different types of physical activity.

Year 5

Learning focus

Students participate in variety of sports and games that aim to develop all of their fundamental movement skills as well as challenge their ability to apply movement concepts and strategies within game contexts including:

- invasion sports including but not limited to basketball, soccer, netball and minor games
- net/wall sports including table tennis, OzSquash, spikeball and Volleystart
- striking and fielding sports including rounders, Tball, cricket and kickball.

Assessment

Students are assessed in three key areas including:

- their specific movement skills based on the topic focus
- the application of these motor skills within game concepts and sequences and
- a range of personal and social skills crucial to learning through movement.

PERSONAL DEVELOPMENT

PHYSICAL EDUCATION (CONTINUED)

Rationale

During practical Physical Education classes in Years 5 and 6, students continue to refine and enhance their fundamental movement skills in both structured games and active play scenarios. It is integral that students focus on applying maximum effort in a range of sporting situations of different durations and intensities. In comparison to their previous level of involvement, they are exposed to more intricate movement patterns in a variety of settings including indoor and outdoor environments as well as aquatic situations.

As part of the course, students are required to consistently work collaboratively with their peers to improve their communication and problem solving skills. In addition, they continue to build on the way they apply rules fairly and the ethical considerations associated with sports and games.

Finally, a fundamental component of student involvement in Years 5 and 6 is that they begin to develop their understanding of movement and movement sequences as well as interpreting how their body changes and responds to variety of different types of physical activity.

Year 6

Learning focus

Students participate in variety of sports and games that aim to develop all of their fundamental movement skills as well as challenge their ability to apply movement concepts and strategies within game contexts including. This year level works closely with the Year 6 Sport Program in which students participate against other schools within our local community:

- invasion sports including but not limited to basketball, soccer, ultimate frisbee, Australian Rules Football and minor games
- net/wall sports including table tennis, tennis, badminton, Volleystart and wall ball.

Assessment

Students are assessed in three key areas including:

- their specific movement skills based on the topic focus
- the application of these motor skills within game concepts and sequences and
- a range of personal and social skills crucial to learning through movement.

PERSONAL DEVELOPMENT

PHYSICAL EDUCATION (CONTINUED)

Rationale

During practical Physical Education classes in Years 7 and 8, students expand their understanding of sports and games by applying their skills to achieve successful outcomes in a variety of situations. It is integral that students focus on applying maximum effort in a range of sporting situations of different durations and intensities. In comparison to their previous level of involvement, it is expected that they are able to develop more specialised movement skills and analyse how fitness components such as co-ordination, balance and reaction time allow for the correct application of skills to a variety of physical activities.

As part of the course, students are required to consistently work collaboratively with their peers to explore the way in which games and sports promote lifelong active lifestyles. In addition, they investigate the various roles and responsibilities integral to shaping the culture and identity of a range of movement situations physical activities.

Finally, a fundamental component of student involvement in Years 7 and 8 is participation in physical activities that develop a range of health and skill related fitness components so as by the end of Year 8, they are able to create and monitor individual fitness plans.

Year 7

Learning focus

Students participate in variety of sports and games that aim to develop all of their fundamental movement skills as well as challenge their ability to apply movement concepts and strategies within game contexts including:

- invasion sports including but not limited to handball, netball, Gaelic football, ultimate vortex, Australian Rules Football and minor games
- net/wall sports including table tennis, spikeball, tennis, and volleyball
- striking and fielding sports including rounders, cricket and softball.

Assessment

Students are assessed in three key areas including:

- their specific movement skills based on the topic focus
- the application of these motor skills within game concepts and sequences and
- a range of personal and social skills crucial to learning through movement.

PERSONAL DEVELOPMENT

PHYSICAL EDUCATION (CONTINUED)

Rationale

During practical Physical Education classes in Years 7 and 8, students expand their understanding of sports and games by applying their skills to achieve successful outcomes in a variety of situations. It is integral that students focus on applying maximum effort in a range of sporting situations of different durations and intensities. In comparison to their previous level of involvement, it is expected that they are able to develop more specialised movement skills and analyse how fitness components such as co-ordination, balance and reaction time allow for the correct application of skills to a variety of physical activities.

As part of the course, students are required to consistently work collaboratively with their peers to explore the way in which games and sports promote lifelong active lifestyles. In addition, they investigate the various roles and responsibilities integral to shaping the culture and identity of a range of movement situations physical activities.

Finally, a fundamental component of student involvement in Years 7 and 8 is participation in physical activities that develop a range of health and skill related fitness components so as by the end of Year 8, they are able to create and monitor individual fitness plans.

Year 8

Learning focus

Students participate in a variety of sports and games that aim to develop all of their fundamental movement skills as well as challenge their ability to apply movement concepts and strategies within game contexts including. This year level works closely with the Year 6 Sport Program in which students participate against other schools within our local community:

- invasion sports including but not limited to touch football, speedball, touchball, soccer, korfball and minor games
- striking and fielding sports including cricket, baseball and softball
- personal fitness including a variety of aerobic activities and those that strengthen muscle and bone.

Assessment

Students are assessed in three key areas including:

- their specific movement skills based on the topic focus
- the application of these motor skills within game concepts and sequences and
- a range of personal and social skills crucial to learning through movement.

PERSONAL DEVELOPMENT

HEALTH

Rationale

The Health curriculum in Years 5 and 6 aims to support and develop all students understanding of ways in which they not only enhance their own health, wellbeing and safety, but that of others around them in their communities. Students are encouraged to develop their skills in a variety of areas relating to decision-making, their emotions and a range of interpersonal and social changes that they experience during this stage of their life span.

Years 5 and 6

Learning focus

The primary objective is for students to plan and practice strategies that promote health, safety and wellbeing as well as explore how the various dimensions of health impact them individually, physical and socially.

Year 5 target units

- Food, glorious food:
 - students examine the role nutrition plays in their everyday lives and the need to achieve energy balance
- Health and me:
 - students investigate the role that happiness plays in health and wellbeing and how a range of strategies promote a healthy sense of personal equilibrium
- Resilience:
 - students learn about the concept of resilience and critique a range of strategies individuals can use to manage their emotions
- Sun smart:
 - students investigate the importance of being safe in the sun, the impact it plays on our lives and the importance of preventative measures to ensure health and safety in the outdoors.

Year 6 target units

- Being safe around water:
 - students study the importance of safety around a range of aquatic environments
- My self concept:
 - students examine their own self efficacy and how it impacts their decision making, their confidence and way they celebrate differences in others
- Safety awareness:
 - students investigate the concept of risk taking and how it affects them internally as individuals but also externally and the way the form connections within their natural and built environments
- Benefits of physical activity:
 - students develop their understanding of the different social, mental/emotional and physical benefits of regular engagement in physical activity and range of strategies and promotions designed to maintain their health.

Assessment

Students are not formally assessed for this subject. Their level of involvement, their collaborative work and their commitment to their learning is reflected in their Learning Mindset Indicators for Physical Education.

PERSONAL DEVELOPMENT

HEALTH (CONTINUED)

Rationale

The Health curriculum in Years 7 and 8 aims to enhance all students understanding and skills to help them take positive actions in order to enhance their own and others' health, wellbeing and safety in variety of scenarios. Students examine this through targeted concepts aimed at a range of changes in opportunities, attitude and decision at this specific stage of their development toward adulthood.

Years 7 and 8

Learning focus

Society planning by practicing strategies that promote health, safety and wellbeing in order for them to make smart and informed decisions as it relates to not only their own health and wellbeing, but also that of others.

Year 7 target units

- Building relationships:
 - students practising skills to manage and establish relationships in a variety of settings and coping strategies to deal with managing the changing nature of relationships
- First aid:
 - students investigate range of basic first aid techniques in order to inform their understanding and awareness of situations that may arise within their communities
- My changing body:
 - students learn about how their body changes as they begin puberty and resources to manage this transition
- Risks of inactivity:
 - students examine a variety of risk factors associated with low levels of physical activity and sedentary behaviour including obesity, diabetes and cardiovascular disease.

Year 8 target units

- Harm minimisation:
 - students investigate, critique and plan ways in which to deal with options or situations in which risk is involved. This unit supports students as they explore the impact drugs can have on individuals, families and communities
- Sexual health:
 - students examine a range of positive practices in relation to their reproductive and sexual health and the development of their identities, which will help them inform their understanding of personal safety as well as an understanding of the factors that influence gender, and sexual identities.

Assessment

Students are not formally assessed for this subject. Their level of involvement, their collaborative work and their commitment to their learning is reflected in their Learning Mindset Indicators for Physical Education.

RAVE

(Religious and Values Education)



RAVE (RELIGIOUS AND VALUES EDUCATION)

Rationale

RAVE is the study of Religious and Values Education and is designed to encourage students to explore the importance of faith in people's lives and how we can develop positive values for living. Students are invited to understand all religions and develop a tolerance towards the faiths of all people. RAVE lessons are an integral part of students' school experience. It enables students to examine their lives for meaning and purpose and introduces them to key beliefs, values and literature of the Christian faith, so as to provide a growing understanding of a major influence on today's society. Our overall intended outcome is to produce young people of vision, integrity and generosity of spirit who will be able to cope with all facets of their lives.

Year 5

Learning focus

In Year 5 the curriculum will cover the key areas of service learning (focusing on the environment), the world religion of Judaism, *The Bible* and why it is important to people of faith. Students will explore the real meaning of Christmas and how people around the world celebrate this major calendar event.

Areas of study

Understanding the world through the topics of:

- Who wrote *The Bible* and why?
- What would a day in the life of a Jewish boy or girl be like?
- How can I make a difference to the world by helping endangered species or the environment?
- Christmas celebrations around the world.

Assessment

The students develop some knowledge and understanding of the key beliefs and practices of the Christian faith. Assessments may include:

- creative writing about Judaism
- assignment on a book of *The Bible*
- assignment on an animal or plant.

Year 6

Learning focus

In Year 6 the curriculum students continue to develop their personal values and ethical behaviours through service learning. They examine key elements of Christian belief through literature and discover the core beliefs of Islam.

Areas of study

Understanding the world through the topics of:

- The Exodus and how it relates to Easter
- The religious themes of *The Lion, the Witch and the Wardrobe*
- Poverty and its causes.

Assessment

The students develop some knowledge and understanding of the key beliefs and practices of the Christian faith. Assessments may include:

- presentation: a picture book summary of the Exodus story
- 'Quest for meaning' in *The Lion, the Witch and the Wardrobe*
- recount and reflection on an excursion to witness poverty first hand.

Year 7

Learning focus

In Year 7, students deepen their understanding of service to others, this time through looking at ocean pollution. Students also undertake a semester-long examination of the life of Jesus, and explore the beliefs and practices of Buddhism.

Areas of study

- What can we do to save the oceans?
- What is Christianity and who was Jesus?
- What do Buddhists believe?

Assessment

Choice of tasks to assess students' knowledge and understanding of the key beliefs and practices of the Christian faith, e.g.

- CSI Jesus - create a dossier about the life and times of Jesus of Nazareth
- proposals on improving ocean health.

Year 8

Learning focus

In Year 8, students start to reflect on moral decision-making and the impact of our views and behaviours on others.

Areas of study

- my moral compass - how do I make good decisions?
- the need for tolerance and the impact of intolerance on people from different groups
- What do Hindus believe?
- service learning passion project.

Assessment

Choice of tasks to assess students' knowledge and understanding e.g.

- students teach each other about Hindu deities
- ethical exploration of behaviour and prejudice choosing from a variety of assessment methods
- passion project.

Science



SCIENCE

Rationale

The aim of the Science Program is to provide students with a comprehensive integrated curriculum based on the Victorian Curriculum. Students use an inquiry-based learning model to generate understanding through observation, experimentation, discussion and research of real life scientific concepts. The science curriculum enables our students to develop the ability to investigate and understand concepts through structured scientific inquiry techniques. Information technology is used as a tool allowing students to link the theoretical components of the course with their everyday lives.

Learning focus

Students learn to use laboratory equipment safely and accurately. They practise skills such as making observations, gathering data and interpreting results. Students learn how to write a scientific report as well as design their own scientific investigation.

SCIENCE

Years 5 and 6

Year 5

Areas of study

- safety and equipment
- scientific inquiry
- states of matter
- astronomy
- light and colour
- adaptations of living things
- data.

Assessment

Type of assessment tasks used:

- practical experiments
- self-designed experiments
- research tasks
- student workbook
- oral reports.

Year 6

Areas of study

- safety and equipment
- scientific inquiry
- growth and survival of living things
- changes in materials
- geology and geological events
- electricity/circuits
- energy: generating electricity
- data.

Assessment

Type of assessment tasks used:

- practical experiments
- self-designed experiments
- research tasks
- student workbook
- oral reports.

SCIENCE

Years 7 and 8

Year 7

Areas of study

- safety and materials
- scientific inquiry
- mixtures and separation techniques
- classification and mammalian biology
- forces
- natural phenomena
- renewable and non-renewable resources
- interactions between organisms
- water cycle
- analysing and processing data.

Assessment

Type of assessment tasks used:

- practical experiments
- self-designed experiments
- research tasks
- student workbook
- oral report.

Year 8

Areas of study

- safety and materials
- scientific inquiry
- cells, multicellular organisms and body systems
- particle theory
- chemical change
- geology
- energy
- analysing and processing data.

Assessment

Type of assessment tasks used:

- practical experiments
- self-designed experiments
- research tasks
- student workbook
- oral reports.

Technology



TECHNOLOGY

ENGINEERING ROBOTICS

The technology curriculum includes the study of four main areas: Textiles, Engineering, Food, and Design. In Year 5 students study Engineering Robotics in one semester and Textiles in the other semester.

Year 5 (only)

Rationale

Students develop problem solving and project management skills whilst working on a long term project with many potential pitfalls – designing, constructing, and programming a Lego robot to achieve a variety of different tasks. Students develop programming and construction skills, and an insight into the world of automation that surrounds us.

Learning focus

The Engineering Robotics course aims to develop an understanding of robotics and programming.

Areas of study

- managing a long term project
- designing LEGO® structures
- building strong LEGO® structures
- wiring and using motors and wheels
- programming motors for desired outputs
- controlling robots.

Assessment

Type of assessment tasks used:

- programming tasks
- design and communication tasks.

TECHNOLOGY

DESIGN AND TECHNOLOGY

The technology curriculum includes the study of four main areas: Textiles, Engineering, Food, and Design. In Year 5 students study Engineering Robotics in one semester and Textiles in the other semester.

Year 6 (only)

Rationale

The design curriculum aims to teach design process – defining a problem, researching, designing potential solutions, constructing, and evaluating; together with health and safety in the workshop.

Learning focus

Students design and make products that solve problems for users.

Areas of study

- design process
- health and safety
- use of hand tools
- safe use of machinery
- construction techniques
- evaluation of design work.

Assessment

Type of assessment tasks used:

- design portfolio
- made products.

TECHNOLOGY

TEXTILES

The technology curriculum includes the study of four main areas: Textiles, Engineering, Food, and Design. In Year 5 students study Engineering Robotics in one semester and Textiles in the other semester.

Year 5

Rationale

This subject introduces students to the use of textiles within a design process, and how the subject can be used to develop products that both solve users' problems and are aesthetically pleasing. Students experience working in a textiles room environment, designing, making, and evaluating a range of textiles products.

Learning focus

Students design and create practical and decorative textiles products.

Areas of study

- develop fine motor skills
- hand sewing skills
- embroidery stitches
- properties of textiles products
- safe use of tools.

Assessment

Type of assessment tasks used:

- textiles making project
- design portfolio.

TECHNOLOGY

TEXTILES (CONTINUED)

The technology curriculum includes the study of four main areas: Textiles, Engineering, Food, and Design. In Year 5 students study Engineering Robotics in one semester and Textiles in the other semester.

Year 7

Learning focus

The Textiles curriculum continues to develop the skills of research, designing, making, and evaluating products in relation to making products with a textiles focus. More complex production techniques are used, linking making garments at school with more industrial techniques used in garment mass production. More detailed design process use and 'designing for purpose' are integral in the Program.

Areas of study

- use of a design brief to define problems and the role of a design process
- product analysis
- product research
- stencilling and screen printing
- materials characteristics
- pattern drawing
- sewing machine use
- health and safety
- product evaluation.

Assessment

Type of assessment tasks used:

- production: fabric design incorporating machine sewing, fabric painting, and hand stitching
- design portfolio.

TECHNOLOGY

DESIGN AND SYSTEMS

The technology curriculum includes the study of four main areas: Textiles, Engineering, Food, and Design. In Year 5 students study Engineering Robotics in one semester and Textiles in the other semester.

Rationale

The program builds on previous design experiences, relating to the use of a design process to 'real life' product development, and raising student awareness of the impact design and technology has upon their lives.

Year 7

Learning focus

Students learn product design skills, manufacturing ability with a range of materials and tools, health and safety awareness, knowledge of electronics and materials theory, introduction to CAD-CAM, and skills for documenting evidence of their learning through a design portfolio.

Areas of study

- design processes used to define problems, develop potential solutions, and construct the best solution to the problem
- purpose and assembly of electronic circuits
- marking out, shaping, forming, and joining a range of resistant materials
- workshop health and safety including safe use of a range of hand tools and machines
- product testing and evaluation.

Assessment

Type of assessment tasks used:

- design portfolio
- production of design solutions.

TECHNOLOGY

DESIGN AND SYSTEMS (CONTINUED)

The technology curriculum includes the study of four main areas: Textiles, Engineering, Food, and Design. In Year 5 students study Engineering Robotics in one semester and Textiles in the other semester.

Rationale

The program builds on previous design experiences, relating to the use of a design process to 'real life' product development, and raising student awareness of the impact design and technology has upon their lives.

Year 8

Learning focus

This program gives students greater flexibility to demonstrate individual design and manufacturing skills through a design project and a systems project. Theoretical knowledge and practical design and manufacturing skills are developed by building on previous student experience while broadening opportunities for further individualised skill development.

Areas of study

- design process: defining problems, research, design skills, development of feasible solutions to problems, and working drawing use
- detailed sketching, visual communication, and presentation techniques
- marking out, shaping, forming and joining skills in a variety of resistant materials
- health and safety including the safe use of a wider range of hand tools and machines
- product testing and evaluation
- employing electronic components to make elementary circuits
- mechanical components, gearing, and levers.

Assessment

Type of assessment tasks used:

- design portfolio
- production of design solutions.

TECHNOLOGY

FOOD STUDIES

The technology curriculum includes the study of four main areas: Textiles, Engineering, Food, and Design. In Year 5 students study Engineering Robotics in one semester and Textiles in the other semester.

Rationale

Healthy eating and food preparation skills are life skills for all students. Students are introduced to a range of cooking techniques in order to build confidence in the kitchen and in their ability to use, create and explore a wide range of ingredients, equipment and techniques.

Year 6

Learning focus

Students learn production techniques and health and safety issues related to Food Studies. The course aims to build students' confidence and experience in food preparation. Students learn about healthy eating and healthy ingredients and work in a team environment.

Areas of study

- safety in the kitchen
- safe food handling
- healthy eating.

Assessment

Type of assessment tasks used:

- production – sensory properties and presentation of food
- work booklet.

TECHNOLOGY

FOOD STUDIES (CONTINUED)

The technology curriculum includes the study of four main areas: Textiles, Engineering, Food, and Design. In Year 5 students study Engineering Robotics in one semester and Textiles in the other semester.

Rationale

The importance of making healthy eating choices continues to be a theme, reinforced by examining the influences brought to bear on making food choices. As students become more influenced, and influential, in the food choices they make, it is important they understand the implications for themselves and others of their decision making.

Year 8

Learning focus

The program focuses on developing food production techniques and meal preparation. The importance of making healthy eating choices continues to be a theme, reinforced by examining the influences brought to bear on making food choices.

Areas of study

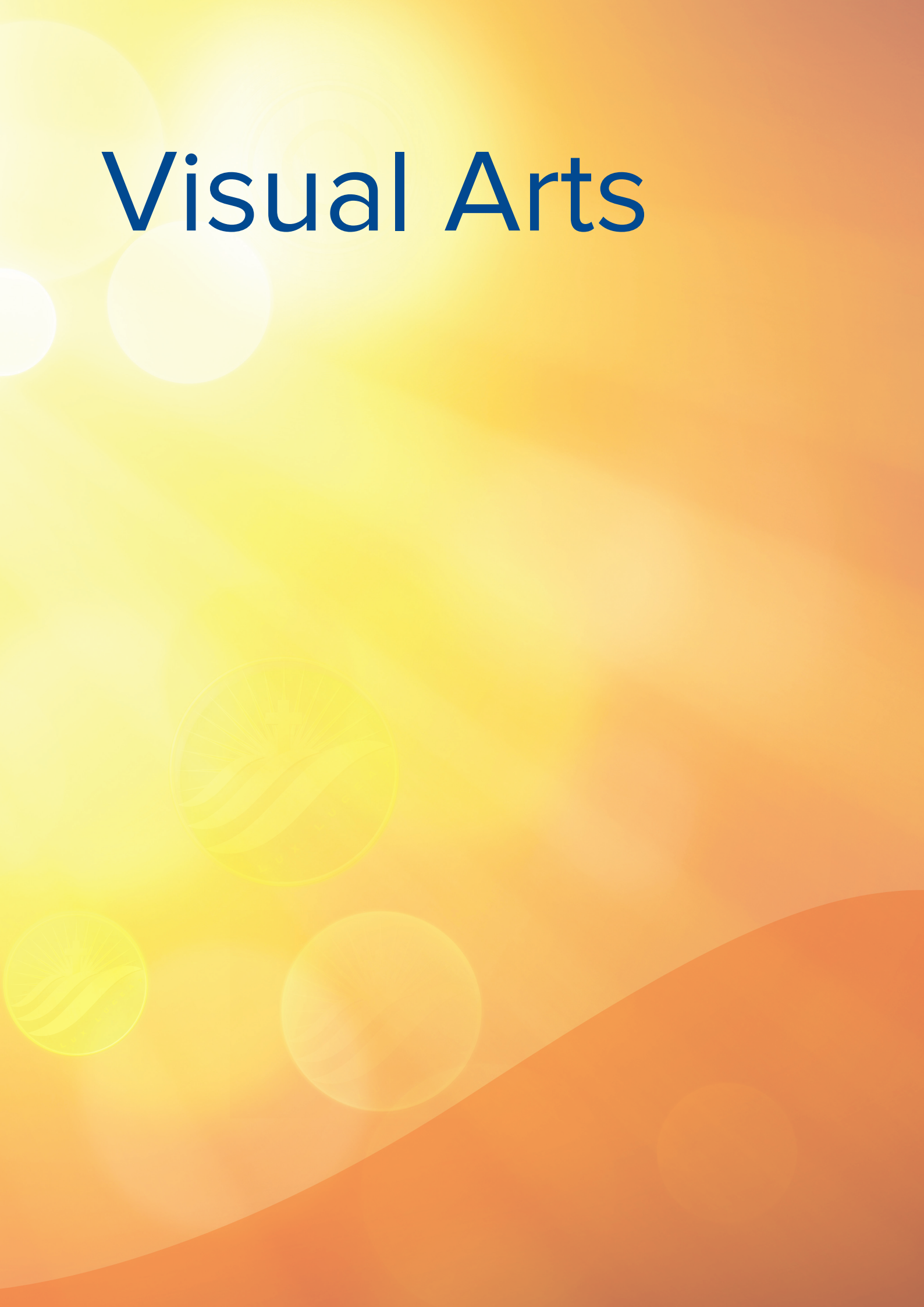
- a range of preparation and presentation techniques
- kitchen hygiene and safety
- designing food products and meals, including a three course meal for a family
- nutrition and healthy eating models
- food preparation techniques and recipes
- health and Safety issues involved in food preparation
- food technology equipment, including electrical appliances
- evaluating food products
- influences on food choices.

Assessment

Type of assessment tasks used:

- production tasks
- evaluations/written work relating to production tasks and theoretical topics
- tests
- meal design assignment.

Visual Arts



VISUAL ARTS

Rationale

The Visual Arts Program provides unique, expressive and creative opportunities to engage students in critical and creative thinking, as well as helping them to understand themselves and the world around them. The visual arts encourage the development of skills and exploration of technologies, forms and processes through integrated learning using cognitive, emotional, sensory, aesthetic and kinaesthetic fields.

Learning focus

In Visual Arts the students work towards developing and refining their use of a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. They explore contemporary and traditional art forms and reflect on, and evaluate, their own and others' artworks.

Year 5

Areas of study

- sumie and silk painting
- printing using foam board
- ceramic slabbing technique and wire/mesh sculpture
- felting techniques
- drawing from nature.

Assessment

Type of assessment tasks used:

- portfolio of finished artworks
- investigations and responses to artworks.

Year 6

Areas of study

- ceramic pinchpots and paperclay masks
- painting in perspective using tinting and blending
- dry felting and fabric collage
- screenprinting and design drawing.

Assessment

Type of assessment tasks used:

- portfolio of finished artworks
- investigations and responses to artworks.

VISUAL ARTS

Rationale

The Visual Arts Program provides unique, expressive and creative opportunities to engage students in critical and creative thinking, as well as helping them to understand themselves and the world around them. The visual arts encourage the development of skills and exploration of technologies, forms and processes through integrated learning using cognitive, emotional, sensory, aesthetic and kinaesthetic fields.

Year 7

Learning focus

In Visual Arts the students work towards developing and refining their use of a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. They explore contemporary and traditional art forms and reflect on, and evaluate, their own and others' artworks.

Areas of study

- large ceramic coil pot with glaze decoration
- hard edge tonal painting
- collagraph and rubber stamp printing
- isometric and orthogonal drawing
- positive/negative design.

Assessment

Type of assessment tasks used:

- portfolio of finished artworks
- investigations and responses to artworks.

Year 8

Learning focus

In Visual Arts the students work towards developing and refining their use of a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. They explore contemporary and traditional art forms and reflect on, and evaluate, their own and others' artworks.

Areas of study

- challenging clay slab piece
- wire/modroc sculpture
- 1 and 2 point perspective drawing
- tonal rendering
- arkley inspired portraits
- orthogonal drawing
- package design.

Assessment

Type of assessment tasks used:

- portfolio of finished artworks
- investigations and responses to artworks.

A **Shining**
Light in
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