

Maribyrnong College



Years 7-9

JUNIOR CURRICULUM HANDBOOK

2013

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Transition from VELS to the Australian Curriculum

Victorian schools are moving gradually towards the implementation of the Australian Curriculum (AC). The Australian Curriculum is still being developed and many aspects are still under discussion and review. The AC is similar in design to VELS (Victorian Essential Learning Standards) in that both include subject-based disciplines, interdisciplinary learning and aspects of physical, personal and social learning as part of the curriculum. Due to the overlap and similarities between the AC and VELS, AusVELS (as the Australian Curriculum will be known in Victoria) has been designed to ensure that schools and teachers are not required to manage two different curriculum and reporting frameworks during the development of the AC. AusVELS outlines what is essential for all Victorian students to learn for Foundation (Prep) to Year 10 and includes the Australian Curriculum F-10 for English, Mathematics, History and Science (the key learning areas documented for implementation in 2013.)

The most noticeable difference, however, between the AC and VELS is with regard to the structure of the levels. Below is a chart showing the new AusVELS Levels with the previous VELS levels. AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum.

Nominal school level	VELS Level	AusVELS Level
Prep/Foundation	1	Foundation
1	2	1
2		2
3	3	3
4		4
5	4	5
6		6
7	5	7
8		8
9	6	9
10		10

As AusVELS reflects particular Victorian priorities and approaches to teaching and learning, there has not been significant or major curriculum changes made to what is currently taught at Maribyrnong College.

Parents are encouraged to visit the ACARA (Australian Curriculum, Assessment and Reporting Authority) for all matters relating to the development of the Australian Curriculum: www.acara.edu.au/

Assessment and Reporting

AusVELS provides a set of standards for assessment of student achievement. Students achieve the standards by successfully completing a wide range of learning and assessment activities designed by their teachers. Teachers at the College implement the principles of Assessment for Learning, Assessment as Learning and Assessment of Learning. To assist with learning, teachers use Formative Assessment strategies such as Questioning, Feedback, Sharing Criteria, Peer and Self-Assessment. Students are regularly exposed to strategies on 'how to learn' and Summative Assessments may include tests, assignments, projects, class work, oral presentations and so forth. The assessment process is ongoing and provides opportunities for students to demonstrate their skills, knowledge and depth of understanding of the curriculum.

Parents receive two comprehensive reports detailing performance in all subject areas. These are provided at the end of Semester One and Semester Two. In addition, Progress Reports are provided to parents every five weeks. These reports indicate if a student is up-to-date with their work, their academic standard, and their behaviour in class. Students who are not up-to-date after the five weekly reporting cycle are given an opportunity to complete any outstanding work during what is known as '**Redemption Week**'. Any student who has not caught up with their work by the end of the week is given additional support during a Saturday morning class. All students are encouraged to avail themselves to the **after-school tutoring program** in order to avoid being on Redemption or having to attend Saturday class.

Parent - Teacher Interviews

Parent-Teacher Interviews are conducted in Term 1 and Term 3 on the last Tuesday of the term. Parents are encouraged to attend these interviews to discuss their child's academic progress. Interpreters are arranged for parents of non-English speaking background. Parents are also encouraged to contact the Year Level Coordinators if they wish to discuss their child's academic progress at any stage throughout the year or any other matter of concern.

Homework

Homework is set regularly in all subjects. Homework assists students to develop good study habits, continues classroom learning and encourages students to be responsible for their own learning. Developing good study habits in the early years of secondary education helps to raise student achievement and holds students in good stead for their senior years. Students should record homework in their College Planner. In addition, both students and parents are able to check daily and weekly homework expectations through the program 'Homework Tracker'. Homework is also an opportunity for parents to participate in their child's learning. Parents can provide support by ensuring that their child has set and regular times to complete homework and, where possible, a dedicated place and desk for study. Monitoring the balance between homework and recreational activities is important and parents should always communicate with teachers/Year Level Coordinators regarding any concerns they may have regarding their child's homework.

Generally, it is recommended that students in Year 7 spend approximately 60 minutes per night on homework; this increasing to 90 minutes by Year 9.

Special Programs

Sport Academy - Athlete Development Program (ADP)

This is a 'select entry' program for high performance student-athletes. Each student athlete at Maribyrnong College is provided with an Individual Learning Plan tailored to their unique developmental requirements. Every student enrolled in the program is assisted by the Individual Learning Plan coordinator to develop a training and curriculum timetable that supports the student's academic and sporting goals. (See College website for further information regarding entry into this program.)

Students in the Athlete Development Program do not study LOTE (Language other than English).

Academic Curriculum Enrichment (ACE) Program

The College offers limited places to a number of very capable and committed students who are able to meet the challenges of a rigorous academic program. Students in the ACE program undertake challenging experiences in all core subjects and have the opportunity to undertake VCE subjects in Year 10, thus maximising their potential to achieve outstanding VCE results. Students are selected into the program based on the ACER High Ability tests, NAPLAN results and school reports. They are in the same core class for three years. Students are expected to maintain a high standard and work ethic throughout the three years to ensure their placement in the program. (See College website for further information regarding entry into this program.)

Sustained Silent Reading (SSR) Program

The Sustained Silent Reading (SSR) program involves all students from Year 7-12. Students are expected to read a novel of their own choice during SSR time. Research shows direct correlation between the amount of time a student spends reading and their educational achievements and outcomes. The aim of the program is to improve the reading skills of all students and to encourage a life-long enjoyment of reading. Parents are also encouraged to promote the value of reading by asking their child to share their reading experience and by encouraging regular reading at home.

Literacy Support Program

The College addresses the literacy needs of students in a variety of ways. Students who are identified as needing additional support in their reading decoding skills participate in the SRA Corrective Reading Program. The program is offered through withdrawal four classes per week and focuses on improving students' word attack skills, reading speed, accuracy and comprehension. Classes are conducted in small groups of 4-8 students. Additional literacy support is also provided to students through other programs conducted in the school.

Pastoral Care/Personal Learning

This program engages students in different activities that help them become responsible, organised and independent learners. The program is delivered in a weekly session and is divided into themes appropriate to the year levels. The Year 7 and 8 focus is on personal organisation, study and homework timetables, as well as developing and maintaining relationships and cyber-safety. The Year 9 program focuses on study techniques, relationships, physical and mental wellbeing, and career and future pathways.

Curriculum Structural Overview

Year 7

Subjects	Periods (47min) per week
English	5
Math	5
Science	3
SOSE	4
Health and Physical Education	4
Italian or ADP (Athlete Development Program)	3
*Art Subjects x 2	6 (2x3) per semester
*Technology Subjects x 3	6 (3x2) per semester
TOTAL	30 periods per week

*refer to course descriptions on pages 17 - 19 for details of subjects offered

Year 8

Subjects	Periods (47 min) per week
English	5
Math	4
Science	4
SOSE	4
Health and Physical Education	4
Italian or ADP (Athlete Development Program)	3
*Art Subjects x 2	6 (2x3) per semester
*Technology Subjects x 2	6 (3x2) per semester
TOTAL	30 periods per week

*refer to course descriptions on pages 30 – 32 for details of subjects offered

Year 9

Subjects	Periods (47 min) per week
English	5
Math	5
Science	4
SOSE	3
Health and Physical Education	4
*Electives x 3	3 x 3 (per semester)
TOTAL	30 periods per week

*refer to course descriptions on pages 40 - 48 for details of subjects offered

YEAR 7

English

English as an Additional Language

Mathematics

Science

SOSE

Health and PE

Athlete Development Program

Italian

Food Technology

Information Technology

Systems

Drama

Visual Art

Concert Band

YEAR 7 ENGLISH

A range of texts will form the basis of classroom reading, writing and exploration of ideas and language. Focus is made on explicitly incorporating literacy skills and strategies into work to help students improve reading skills. Oral communication is encouraged through discussions, talks, play readings, debates and presentations prepared in consultation with library and computer facilities. Wide reading is encouraged at home and in SSR (Sustained Silent Reading).

SEMESTER 1	SEMESTER 2
<p><u>Theme: Growing Up/Discovering Myself</u> What does it mean to 'grow up?' What life experiences help people to 'discover' themselves? How does change challenge and lead people to learn about themselves and the wider world?</p> <p><u>Reading</u> Students study short stories, poetry, media texts and excerpts from memoirs related to the theme. They read and explore the novel, <u>Pankration</u> by Dyan Blacklock . They look at narrative elements, structure and writing techniques. This links to their study of ancient History in SOSE.</p> <p><u>Writing</u> Personal and persuasive writing will be a focus. Tasks include diary entries, short persuasive essays or speeches, memoirs and scripted interviews and persuasive pieces arguing points of view.</p> <p><u>Speaking & Listening</u> Students focus on oral and aural communication skills including tone, intonation, use of visuals and audience engagement techniques.</p> <p><u>Language Conventions</u> Students focus on grammar, punctuation and spelling to understand how English functions, paying particular attention to the use of nouns, adjectives, capital letters and full stops, questions and exclamation marks, apostrophes.</p> <p><u>Literacy Focus</u> Students will learn and apply explicit strategies to help develop reading comprehension skills, including focus on vocabulary, question/answer relationships, finding the main idea and summarising to enhance their study of texts.</p>	<p><u>Theme: Family, Culture & Home; & Nonhuman Friends</u> Who are the significant others in our lives? Why is culture important? What is a home?</p> <p><u>Reading</u> Students study the novel <u>Boy Overboard</u> and consider plot, characterisation, settings, themes, issues and structure. They also study texts (poetry, film, short stories) in the fantasy genre relating to the relationship between humans and animals. This study relates to Endangered Animals SOSE unit.</p> <p><u>Writing</u> Students will consider writing from points of view of a range or multiple characters. Tasks include letter writing, problem solving/advice columns, narratives or scripts, descriptive and creative writing, including poetry.</p> <p><u>Speaking & Listening</u> Students focus on oral and aural communication skills including tone, intonation, use of visuals and audience engagement techniques.</p> <p><u>Language Conventions</u> Students will focus on grammar, punctuation and spelling specifically to understand how English functions, reviewing Semester One work and adding the study of verbs, adverbs, commas.</p> <p><u>Literacy Focus</u> Students will build on existing, and learn to apply new, explicit strategies to help develop reading comprehension skills to enhance their study of texts.</p>
<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Reading and Responding to Texts: Analytical, persuasive and creative written responses which may include reviews, character profiles and arguments. • Autobiographical and Persuasive Writing: Writing folio containing drafted and edited pieces. • Oral Presentation: A presentation which illustrates a personal skill or achievement in Term 1 and a creative response to a text, e.g. 'This is Your Life' program on a chosen character, scripted conversation between characters. • Language Conventions: Tests 	

YEAR 7 ENGLISH AS ADDITIONAL LANGUAGE (FORMERLY ESL)

The Year 7 EAL course is for students for whom English is not their first language. The course is designed to develop skills in reading, writing, speaking and listening. Students study a range of print and visual text. They respond to text in both written and oral form whilst familiarising themselves with the mechanics of the English language. Students are expected to read widely at home to increase their exposure to the English language.

SEMESTER 1	SEMESTER 2
<p><u>Reading</u> There is no set text at Year 7 as students' reading levels are assessed. Students are exposed to a variety of fiction texts including short stories and they undertake simple analysis of character, theme and plot. Students are also required to read regularly at home in order to increase their exposure to the English language.</p> <p><u>Writing</u> Writing about personal and familiar experiences is the focus at this year level. Students begin with language that is familiar and are scaffolded to develop their writing from basic sentences to paragraphs. Personal writing pieces include diary entries, letter writing and autobiographical pieces. Students learn to respond to a variety of visual and written texts and written responses include short answers and summaries.</p> <p><u>Speaking & Listening</u> Students focus on oral and aural skills with the aim of developing good communication skills. Classroom discussions are an integral part of the course. Students are also required to do individual and group oral presentations.</p> <p><u>Language Conventions</u> Students focus on basic grammar, punctuation and spelling. Students complete grammatical exercises and build their vocabulary through guided writing activities with a focus on simple past and simple present tense. Nouns, adjectives, capital letters and full stops, questions and exclamation marks, apostrophes and contractions are the focus at this year level.</p>	<p><u>Reading</u> In Semester 2, students focus on non-fiction texts such as newspapers and factual texts. Students develop their knowledge and understanding of the world by following current affairs and listening to the news.</p> <p><u>Writing</u> Students continue to develop their writing skills through personal pieces. They further develop their skills by exploring different writing genres which are relevant to non-fiction texts. Students complete a newspaper assignment and are introduced to simple language techniques and simple language analysis. Students are expected to develop their writing by progressing from short paragraphs to more extended pieces of writing,</p> <p><u>Speaking & Listening</u> Students continue to develop their speaking and listening skills through classroom discussions. Students are also required to do an oral presentation on an issue and they learn about audience engagement techniques.</p> <p><u>Language Conventions</u> Students build on existing knowledge, cementing their understanding of simple and present tense and are introduced to continuous verb forms.</p>
<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Writing Folio: including diary entries' letter writing, personal pieces. • Written responses to print and visual texts. • Oral Presentations 	

YEAR 7 MATHEMATICS

The Mathematics program for Year 7 students exposes and develops conceptual skills in the content strands of number, space, algebra, measurement and chance and data. These areas will incorporate the different learning styles of skills and practice, problem solving and investigative work.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• Number skills – adding, subtracting, multiplying and dividing whole numbers and order of operations• Number theory – multiples, factors and primes• Fractions-types of fractions, adding, subtracting, multiplying and dividing fractions• Decimals- adding, subtracting, multiplying and dividing decimals• Patterns and algebra- using algebraic rules, substitution	<ul style="list-style-type: none">• Equations- Inverse operations, solving equations, solving word problem• Length and perimeter- units , scale, perimeter• Angles-measuring and constructing angles, naming angles• Chance- simple probabilities, experimental probabilities, games of chance• Data- reading graphs, types of graphs
Assessment Tasks <ul style="list-style-type: none">• Topic Tests• Class exercises• Application problems• Homework	

YEAR 7 SCIENCE

Students develop their scientific skills and understanding as they begin to immerse themselves in the fascinating world of Science by studying a range of topics throughout the year. Key knowledge is explored through essential questions and the development of conceptual understanding as a result of balanced theoretical and practical activities that are relevant to current and future science trends.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• Working Scientifically: Students apply the scientific method in solving a range of relevant and engaging problems, gaining practice in experimental procedure, working safety, measuring and recording and using fair test to get verifiable results. They explore and develop an understanding of what science is and when and how to use scientific equipment.• Understanding matter: Through a range of hands on activities students learn to view their world from an atomic level• Mixing and separating: students apply their understanding of matter to a range of practical problems that focus on a number of separating techniques.• Our Place in Space: The position of our planet and the planets of the solar system are explored and identified as well as a study on how the earth and moon relate.	<ul style="list-style-type: none">• Electrical Circuits: Students link theory with practical activities in order to construct and explain how a variety of simple circuits operate.• Mysterious Attraction: Through exploration of magnets, students gain an understanding of different forces in our world.• Cells of life: Microscopes are used to build student's laboratory skill and understanding of a microscopic world; one where organisms are often classified as either plant or animal.• Classification: The importance of classifying things is highlighted through a range of activities which assists in the development of scientific knowledge and literacy as well as analytical and logistical skills.
Assessment Tasks <ul style="list-style-type: none">• Experimental Reports• Written Reports and Assignments• Tests• Organised and completed workbook	

YEAR 7 SOSE

In Year 7 students learn the skills of history, before completing an in-depth study of Ancient History in a range of countries. They learn geospatial skills, before completing in-depth studies of the Asia-Pacific region, deserts and endangered species. Students develop financial skills and are educated on how to become good citizens.

SEMESTER 1	SEMESTER 2
<p>AusVELS History: <i>The Ancient World 60,000BCE-6500BCE</i></p> <p>Overview Content</p> <ul style="list-style-type: none"> • The theory that people moved out of Africa about 60,000BCE and migrated to other parts of the world • The evidence for the emergence and establishment of ancient societies • Key features of ancient societies <p>Depth Study 1: Investigating the Ancient past Students build on and consolidate their understanding of historical inquiry from previous levels in depth, using a range of sources for the study of the ancient past.</p> <p>Depth Study 2: The Mediterranean World Students investigate ONE of these Mediterranean societies in depth:</p> <ul style="list-style-type: none"> • Egypt • Greece • Rome <p>Study is based around physical features and how they influenced civilisation; the influence of key groups in society, including the study of law and religion; contacts and conflicts within and/or with other societies; and significant individuals in the society.</p> <p>Depth study 3: The Asian World Students investigate ONE of these Asian societies in depth:</p> <ul style="list-style-type: none"> • China • India <p>Study is based around physical features and how they influenced civilisation; the influence of key groups in society, including the study of law and religion; contacts and conflicts within and/or with other societies; and significant individuals in the society.</p>	<ul style="list-style-type: none"> • Geospatial Skills In this unit students are taught the geographic skills required throughout the course, such as mapping techniques and presentation of data skills. • The Asia-Pacific region In this unit we look at the different human and natural environments in the Asia-Pacific region and those at risk. • Deserts: lifeless or living In this unit we look at the geographic characteristics of deserts, survival strategies and changing land use, using various case studies. • Endangered species In this unit we look at endangered species and the threats to their survival. Conservation measures are studied, using a variety of case studies. • Money for life In this unit we introduce students to basic concepts of money, banking and budgeting. We also look at work and leisure. • Being a good citizen In this unit we introduce students to the concepts of law, crime and rights and responsibilities both at school and in the community.
<p>Assessment tasks:</p> <ul style="list-style-type: none"> • Workbook • Presentations • Research projects • Topic tasks/tests • Skill Builders 	

YEAR 7 HEALTH AND PHYSICAL EDUCATION (HAPE)

Throughout Year 7 students are given the opportunity to perform confidently and efficiently in a range of movement environments. They refine basic and complex motor skills and apply these in increasingly complex games and activities. They maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. Students identify the likely physical, emotional and social changes that occur during puberty. They identify and discuss the validity of the ways in which people define their own and other people's identity. They learn about the body, in particular muscles and bones.

SEMESTER 1	SEMESTER 2
<p>Throughout the semester students will participate in a one week unit of Minor Games along with three week units of the following sports on a rotational basis.</p> <ul style="list-style-type: none"> • Badminton • Basketball • Athletics • Softball <p>In addition to being physical active, students spend six double lessons on the following health topics.</p> <ul style="list-style-type: none"> • Puberty • 'Get Physical' 	<p>Throughout the semester students participate in three week units of the following sports on a rotational basis.</p> <ul style="list-style-type: none"> • Jump Rope • Volleyball • Football codes • Swimming • Netball • Tennis • Indoor Cricket • Alternative Sports <p>In addition to being physical active, students spend six double lessons on the following health topics.</p> <ul style="list-style-type: none"> • 'Risky Business' • 'Food, Glorious Food'
<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Topic Tests • Assignment Tasks • Skills Test 	

Year 7 ATHLETE DEVELOPMENT PROGRAM

Student athletes develop essential skills in preparing them both physically and mentally for elite level sport. The specific focus for physical preparation and conditioning is: “Learning to train phase”. Sessions will cover: fitness testing, Core Stability exercises, Shoulder Stability exercises and Hip Stability exercises. Specific focus for mental preparation is an introduction into Sports Nutrition, Sports Psychology and Teamwork/Leadership/Confidence training.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Exercise Technique - Core Stability and Hip Stability exercises • Fitness testing • Recovery and Injury procedures • Introduction into Sports nutrition, Sports Psychology and Teamwork/Leadership/Confidence Training 	<ul style="list-style-type: none"> • Exercise Technique - Core Stability and Shoulder Stability exercises. • Fitness testing • Understand exercise programs (sets, reps) • Fitness based run “Princes Park”
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Fitness & Fitness testing • Exercise Program Adherence • Nutrition, Sports Psychology and Teamwork/Leadership/Confidence sessions. 	

YEAR 7 LOTE (ITALIAN)

The Italian course aims to promote communication through speaking, writing, listening and reading. Communicative tasks, vocabulary, grammar, script work and cultural studies are the main elements of the course. Language classes are planned to encourage the use of real language for communication. The activities provided allow learners to build new skills, knowledge and cultural understanding.

SEMESTER 1	SEMESTER 2
<p><u>Questioning and Responding.</u> Responding to questions written/orally Asking questions Simple comprehension of spoken and written text.</p> <p><u>Speaking and listening.</u> Listening tests/ responding to questions Focus on communication skills Use of correct tense and grammar when speaking Participation in class discussions.</p> <p><u>Language conventions.</u> Use of grammar, punctuation, spelling, and verb tenses. Correct use of language conventions in writing.</p>	<p><u>Questioning and Responding.</u> Responding to questions written/orally based on different text types. (Film, written texts) Asking questions</p> <p><u>Speaking and listening.</u> Listening tests/ responding to questions Focus on communication skills Ability to express simple sentences Use of correct tense and grammar when speaking Participation in class discussions. Recitation of poems. (Italian poetry competition)</p> <p><u>Language conventions.</u> Use of grammar, punctuation, spelling, verb tenses. Correct use of language conventions in writing.</p>
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Regions of Italy. • Autobiography. • Oral presentation about oneself. • Listening tests. 	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Multiple intelligences task related to Pinocchio. • Rome assessment piece. • Oral weather presentation. • Listening tasks.

Technology Subjects

YEAR 7 FOOD TECHNOLOGY

Year 7 Food Technology focuses on the importance of food in our daily lives from both the theoretical and practical points of view.

Students study food safety, fruit and vegetables, methods of cookery and the use of technology in preparing and evaluating food.

SEMESTER UNIT
<ul style="list-style-type: none">• Kitchen safety /Personal hygiene• Washing up• Measuring• Sensory words• Safe use of knives / cutting• Cooking words• Mixing and baking• Nutrients• 5 food groups• Healthy living pyramid
Assessment Tasks: <ul style="list-style-type: none">• Production folio (work book)• Safety poster• Dairy dessert• Fruit and vegetable poster• Practical work

YEAR 7 INFORMATION TECHNOLOGY

Students will develop essential skills in proper file management, naming and saving procedures and how to use the network effectively. Specific skill development will be covered in the following applications: word processing, presentation and desktop publishing applications; drawing and graphics applications; multimedia, game-making and audio applications, internet research and protocols. This course is designed to support the use of ICT across all subject areas.

SEMESTER UNIT
<ul style="list-style-type: none">• File management and network basics– practices for good management, saving and naming of files, finding your way around the network• Internet use – proper search methods and internet etiquette• PowerPoint – how to create a proper PowerPoint presentation• Word basics – the essential skills and features to effectively use word processing• Drawing techniques – use of the main drawing tools and how they can be used to make and enhance work product – Illustrator and Word• Desk Top Publishing – creating basic products such as cards, newsletters, posters and pamphlets• Inspiration – program for creating flow charts, mind and concept maps etc• Excel – creating charts and graphs
Assessment Tasks: <ul style="list-style-type: none">• Office tools projects• Graphics projects• Investigation projects

YEAR 7 SYSTEMS TECHNOLOGY

Students in systems technology will learn safety in an electronics classroom and the fundamentals of electricity production, resistors, conductors, joining methods, measuring, cutting, soldering, preparing and bending acrylic and assembly of their final product.

Students will be given a Design Brief for their major project and it will be required students in their workbooks to record their designs, production process (building notes), tools used and appropriate personal Protective Equipment, their evaluation and reflection of the major project.

SEMESTER UNIT
<ul style="list-style-type: none">• Safety – Students will complete ‘risk assessments’ on relevant tools and or process as the need arises.• Work book management – Students will keep a work book with class notes, annotated drawings, design folio and reflections.• Literacy basics – Students will learn to use technical terms for electronic components and tool identification.• Drawing techniques – Students will get an introduction to Orthographic projection technical drawings.• Soldering- Students will learn the basics of soldering and joining techniques• Acrylic forming- students will learn the difference between thermoplastic and thermoset
<p>Assessment Tasks:</p> <ul style="list-style-type: none">• Work book• Folio for major project• Major project• Tests• Risk assessments

Art Subjects

YEAR 7 DRAMA

Year 7 Drama is a semester length subject. Students learn expressive skills and explore dramatic styles and conventions. They apply principles of planning, problem solving, creative thinking and stagecraft to communicate ideas and produce performance works. Students learn to respond, reflect, give opinions and feedback, and make suggestions about how to develop and refine their work.

SEMESTER UNIT
<ul style="list-style-type: none">• Body Language/Mime• Character/Role• Improvisation• Dramatic Storytelling• Working with Scripts• Playmaking
Assessment Tasks: <ul style="list-style-type: none">• Learning Journal - Reflecting, Responding & Researching• Performance Presentations

YEAR 7 VISUAL ART

Year 7 Visual Art is a semester length subject. Students express and communicate ideas creatively whilst developing skills in the areas of drawing, painting, printing and sculpture. Their visual diary is used to record a range of solutions for each topic. Reflection on their own work and investigation into various artists will provide the focus for students to talk and write about art.

SEMESTER UNIT
<ul style="list-style-type: none">• Elements of Art• Observational drawing• Portraiture• Expressionism – printmaking• Urban Aboriginal Art – painting• Architecture – place of worship• Pop Art – badge making
Assessment Tasks: <ul style="list-style-type: none">• Visual Diary• Painting and Drawing• Printmaking• Sculpture• Art Appreciation

YEAR 7 CONCERT BAND

This subject is designed for students who are interested in developing band skills. Students who are undertake Class Band have the opportunity of learning Flute, Clarinet, Saxophone, Trumpet, Trombone, Guitar, Bass Guitar and Percussion. Students receive lessons from specialist teachers and participate in small and large ensembles as well as soloists. Students participate in a range of performances such as the 'Melbourne School Bands' Festival, College assemblies and a range of other College events. This subject is yearlong and is undertaken in lieu of Drama and Information Technology.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• Instrumental Skill Development• Ensemble Performance• Solo Performance• Performance Etiquette• Development of effective rehearsal practice• Performance Stagecraft	<ul style="list-style-type: none">• Instrumental Skill Development• Ensemble Performance• Solo Performance• Performance Etiquette• Development of effective rehearsal practice• Performance Stagecraft
Assessment Tasks: <ul style="list-style-type: none">• Poster• Performance - Ensemble and solo• Reflection and Evaluation• Instrument Research Project	

Year 8

English

English as an Additional Language

Mathematics

Science

SOSE

Health and PE

Athlete Development Program

Italian

Food Tech

Information Technology

Wood Technology

Music

Visual Communications

YEAR 8 ENGLISH

The structure of the course builds upon that of Year 7 in developing students' reading skills with more complex literature, developing their writing and language use skills and improving their organisation of oral communication and the use of library and computer facilities. In addition, students are introduced to internet research projects. They will also be challenged to compare and contrast texts, and to plan and structure their own folio texts for particular audiences and purposes.

SEMESTER 1	SEMESTER 2
<p><u>Theme: Life Journeys and Lessons</u> What journeys – geographic and metaphorical – do people need to take to learn important life lessons? What challenges do they face and how do they resolve these challenges?</p> <p><u>Reading</u> Students study short stories, poetry and media texts related to the theme. They read and explore the novel, <u>Holes</u> by Louis Sachar . They look at narrative elements, structure and writing techniques.</p> <p><u>Writing</u> Students will receive more exposure to essay writing and will write short text response essays.</p> <p><u>Speaking & Listening</u> Students focus on oral and aural communication skills including tone, intonation, use of visuals and audience engagement techniques. Students participate in regular group and class discussions.</p> <p><u>Language Conventions</u> Students continue to develop grammar, punctuation and spelling to understand how English functions, paying particular attention to the use of formal and informal language in writing and speaking, more complex punctuation such as colons and semi-colons and verb tense agreement in writing.</p> <p><u>Literacy Focus</u> Students will build on existing, and learn to apply new, explicit strategies to help develop reading comprehension skills to enhance their study of texts.</p>	<p><u>Theme: Culture, Tradition & Responsibility & A Sense of History</u> How does culture influence our sense of self? How does culture relate to our sense of responsibility to ourselves, others and communities?</p> <p><u>Reading</u> Students study the novel <u>Trash</u> and consider plot, characterisation, settings, themes, issues and structure. They look at short texts – fiction and nonfiction – that relate to historical events. Students will also study a film related to the theme.</p> <p><u>Writing</u> Tasks include essays, narratives or scripts, descriptive and creative writing, including poetry. Students will be required to write a short story for the school competition.</p> <p><u>Speaking & Listening</u> Students focus on oral and aural communication skills including tone, intonation, use of visuals and audience engagement techniques.</p> <p><u>Language Conventions</u> Students will focus on grammar, punctuation and spelling specifically to understand how English functions, reviewing Semester One work and adding the study of verbs, adverbs, commas.</p> <p><u>Literacy Focus</u> Students will build on existing, and learn to apply new, explicit strategies to help develop reading comprehension skills to enhance their study of texts.</p>
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Reading: Analytical, creative and persuasive written and oral responses: which include text response essays, point of view pieces about issues in texts or narrative writing. In Semester 2 emphasis on higher order thinking and a research assignment related to analysing historical background of a text. • Writing: Folio containing three drafted and edited pieces per semester. • Speaking and Listening: Students develop and present a creative text response and/or an instructional presentation. In Semester 2, an informative presentation or creative profile of a character. • Tests 	

YEAR 8 ENGLISH AS AN ADDITIONAL LANGUAGE (FORMERLY ESL)

The Year 8 EAL course is for students for whom English is not their first language. The ESL course is designed to develop skills in reading, writing, speaking and listening. Students study a range of print and visual text. They respond to text in both written and oral form whilst familiarising themselves with the mechanics of the English language. Students are expected to read widely at home to increase their exposure to the English language.

SEMESTER 1	SEMESTER 2
<p><u>Theme:</u> Murder and Mystery Students explore the ‘Murder and Mystery’ genre through a variety of text types – novels, media, short stories, and film.</p> <p><u>Reading</u> Students read a variety of text including a short play, ‘The Case of Kate Webster’. They are introduced to play/script writing . Other abridged novels include, ‘The Day of the Jackal’.</p> <p><u>Writing</u> Students complete comprehension exercises and they begin to explore creative and descriptive writing styles. They extend their knowledge of writing paragraphs and begin to write extended text responses. Students begin to analyse the characters, themes and plot of the text studied.</p> <p><u>Speaking and Listening</u> Students focus on oral and aural skills with the aim of developing good communication skills. Classroom discussions are an integral part of the course. Role playing and reading scripts form an integral part of the Semester One programme.</p> <p><u>Language Conventions</u> Students continue to develop grammar, punctuation and spelling to understand how English functions, paying particular attention to the use of formal and informal language in writing and speaking. Students complete both grammar and vocabulary exercises and continue to learn spelling rules.</p>	<p><u>Theme:</u> Survival Students look at stories of survival and investigate themes such as personal growth.</p> <p><u>Reading</u> Students study short stories, poetry and media texts related to the theme. They read and explore the novel, <u>Hatchet</u> and they look at narrative elements, structure and writing techniques.</p> <p><u>Writing</u> Students continue to develop the writing techniques taught in Semester One. They complete comprehension exercises, creative and descriptive writing pieces. There is greater emphasis on developing analytical skills in the areas of characters, themes and plot development.</p> <p><u>Speaking and Listening</u> Students continue to focus on oral and aural skills with the aim of developing good communication skills. Classroom discussions are an integral part of the course and students are strongly encouraged to present and justify their views.</p> <p><u>Language Conventions</u> Students continue to develop grammar, punctuation and spelling to understand how English functions, paying particular attention to the use of formal and informal language in writing and speaking.</p>
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Writing Folio • Written responses to print and visual texts. • Oral Presentations 	

YEAR 8 MATHEMATICS

Year 8 Mathematics course aims to improve the students' understanding of, and fluency in, numeracy. The students extend this understanding to problem solving with ratios and scale, percentages and measurement. They also connect tabular, graphical and algebraic representations of linear function.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• Number skills- revision of number skills from year 7• Positive and negative numbers- number line, adding, subtracting, multiplying and dividing positive and negative numbers• Set Notation and Theory- using and understanding set notation, Venn diagrams• Percentages- conversion of fractions and decimals to percentages, percentages of numbers, numbers as percentages• Algebra- substitution, factorising and expanding algebraic expressions	<ul style="list-style-type: none">• Equations- Backtracking, solving equations, in equations• Ratios and rates- Comparing ratios, scale• Geometry- Angles in triangles, quadrilaterals and other polygons• Measurement- Circumference, perimeter, area, surface area and volume• Coordinates and graphs- Cartesian plane, linear patterns, rules and graphs
Assessment Tasks <ul style="list-style-type: none">• Topic Tests• Class exercises• Application problems• Homework	

YEAR 8 SCIENCE

Students undertake studies of heat and heat flow, chemical compounds and reactions, simple chemical equations, acid, bases and pH, different types of waves, forces, simple and complex machines, electrical circuits and how they are used in everyday life. The need for food and the action of the digestive system, respiration and removal of wastes, blood flow, how a human body survives in space and the interaction of humans within the universe.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Metals and Non-metals: Students explore the basic properties of metal and non-metals, and use their practical skills whilst learning how to identify when a chemical reaction has occurred. Students will also develop an understanding of safe laboratory techniques required when heating, cooling, transferring and cleaning up. • Acids and Bases: Students investigate the composition, properties and use of both acids and bases. They explore the pH scale and the use of indicators. Students also evaluate the use of acids and bases and their long-term effect on our environment. • Sensational waves: Students discover the ways heat, light and sound are transmitted and reflected and relate this to how we use them. Students also learn to recognise laws of reflection and refraction of light. • Forces: Students will classify forces as a push or pull, and be able to measure each type. Students will use laboratory equipment to investigate a range of forces and their relationship to each other. <p>*The Science Talent Search is introduced and students assessed on their project as part of the course into Term 2.</p>	<ul style="list-style-type: none"> • Making life easier: Students learn about the difference between simple and complex machines. They have an opportunity to model the operation of everyday tools, equipment and appliances and consider how the apparatus provides a mechanical advantage. • Formation of the Earth: Students are taken back in time to see how the Earth was formed. They identify common rock types and learn to distinguish between rocks, minerals, compounds and element. Students look at a range of telescopes, space probes, stations and shuttles and how they are used to explore the universe. Students also will follow the movement of a star across the night sky and describe the life cycle of a star. • Classification of Organisms: Students are guided through the characteristics of an organism, and classification of living organisms. They explore how organisms interact with each other in an ecosystem. • The Human Body: Students look at themselves by answering questions including “what does it mean to be healthy?” and “what is a balanced diet?”. Diseases and how the body defends against pathogens as well as the effects of society and environment on our health are studied in this unit.
<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Experimental Reports • Written Reports and Assignments • Tests • Organised and completed workbook 	

YEAR 8 SOSE

In Year 8 students develop their historical skills, whilst studying a range of themes and topics from Medieval history. Advanced geospatial skills are taught, which enables students to study a range of geographic themes, such as natural disasters, wilderness areas and the use of resources within the Asia-Pacific region. Financial skills are further developed. A study of the Australian economy and its impact on students is covered. Students are taught the skills involved to enable them to become better decision makers.

SEMESTER 1	SEMESTER 2
<p>AusVELS HISTORY: <i>The Ancient to the Modern World</i> Overview Content:</p> <ul style="list-style-type: none"> • The transformation of the Roman world and the spread of Christianity and Islam • Key features of the medieval world • Emergence of ideas about the world and the place of people in it by the end of the period <p>Depth Study 1: The Western and Islamic World Students investigate ONE of these societies/empires from the Western or Islamic world in depth:</p> <ul style="list-style-type: none"> • The Vikings • Medieval Europe • The Ottoman Empire • Renaissance Italy <p>Study is based around the way of life in the chosen society; significant developments or cultural achievements, and other significant achievements, events or people in the era.</p> <p>Depth Study 2: The Asia-Pacific World Students investigate ONE of these Asia-Pacific societies in depth:</p> <ul style="list-style-type: none"> • The Angkor/Khmer Empire • Shogunate Japan • The Polynesian expansion across the Pacific. <p>Study is based around the way of life in the chosen society; significant developments or cultural achievements, and other significant achievements, events or people in the era.</p> <p>Depth Study 3: Expanding Contacts Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period:</p> <ul style="list-style-type: none"> • The Mongol expansion • The Black Death in Africa, Asia and Europe • The Spanish conquest of the Aztecs and Incas. <p>Geography:</p> <ul style="list-style-type: none"> • Advanced geospatial skills In this study students will further develop their geographic skills, with an emphasis on topographic and technology-based maps. 	<ul style="list-style-type: none"> • Living in the Asia-Pacific In this unit the students will look at the Asia Pacific region and the people living there; and land use and conflict that exists in the region. • Weather and hazards In this unit students will learn about weather and its causes; and case studies of major hazards associated with weather. • Volcanoes and earthquakes In this unit students will be taught the reasons why volcanoes and earthquakes occur; prevention measures; and a study of their impact. • Rainforests Students will learn about rainforests as an ecosystem, their use and efforts to ensure sustainable management. • Antarctica: the last wilderness Students will learn about the characteristics of this vast continent; its use and importance; conflicts caused by its use; and future sustainability. <p>Civics and Citizenship</p> <ul style="list-style-type: none"> • Decision making This unit offers strategies to better equip students and help them to become better citizens. It will also look at federal decision makers and the law. <p>Economics:</p> <ul style="list-style-type: none"> • Taking control of your money In this unit students will learn about the use of money, in particular, issues that affect young people, such as online shopping and mobile phones. • The Australian economy and you In this unit students look at basic economics; the impact of resource use and trade with the world.
<p>Assessment tasks</p> <ul style="list-style-type: none"> • Workbook • Presentations • Research projects • Topic tasks/tests • Skill Builders 	

YEAR 8 HEALTH AND PHYSICAL EDUCATION (HAPE)

Throughout Year 8 students are given the opportunity to proficiently perform complex movement and manipulative skills. They maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. Students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. They identify the health concerns of young people and the strategies that are designed to improve their health.

SEMESTER 1	SEMESTER 2
<p>Throughout the semester students will participate in a one week unit of Minor Games along with three week units of the following sports on a rotational basis.</p> <ul style="list-style-type: none"> • Volleyball • Super 8's Cricket • Tennis • Athletics • Hockey <p>In addition to being physical active, students spend six double lessons on the following health topics.</p> <ul style="list-style-type: none"> • Relationships • Drug Education 	<p>Throughout the semester students participate in three week units of the following sports on a rotational basis.</p> <ul style="list-style-type: none"> • Ten Pin Bowling and Beach Volleyball • Badminton • Football Codes • Table Tennis • Softball <p>In addition to being physical active, students spend six double lessons on the following health topics.</p> <ul style="list-style-type: none"> • Getting Personal-Relationship Development • Let's Connect- Communication
<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Topic Tests • Assignment-Research Task • Skills Test 	

YEAR 8 ATHLETE DEVELOPMENT PROGRAM

Student athletes continue to develop essential skills in preparing them both physically and mentally for elite level sport. Specific focus for physical preparation and conditioning is: “Basic training foundation phase 1”. Sessions will cover: fitness testing, Core Stability exercises, Shoulder Stability exercises, Hip Stability exercises, basic Lifting technique (deadlifts), Running technique, Balance and coordination exercises. Specific focus for mental preparation is developing a performance profile with sessions on: Sports Nutrition, Sports Psychology and Teamwork/Leadership/Confidence training.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Exercise Technique - Core Stability, Hip Stability exercises and Balance & Landing exercises • Rowing technique –Develop Aerobic base. • Fitness testing • Developing a Performance Profile: Sports Nutrition, Sports Psychology and Teamwork/Leadership/Confidence Training 	<ul style="list-style-type: none"> • Exercise Technique – Running Technique, Hip Stability exercises, Deadlift and Shoulder Stability exercises. • Fitness testing • Understand exercise programs (rest & tempo) • Fitness based run “The Tan” • Developing a Performance Profile: Sports Nutrition, Sports Psychology and Teamwork/Leadership/Confidence Training
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Fitness & Fitness testing • Exercise Program Adherence • Nutrition, Sports Psychology and Teamwork/Leadership/Confidence sessions. 	

YEAR 8 ITALIAN (LOTE)

The Italian course in year 8 aims to continue communication through speaking, writing, listening and reading, building on vocabulary, grammar, script work and cultural studies in the year ahead. Language classes are planned to continue encouraging the use of real language for communication. The activities provided allow learners to build on previously learned skills, knowledge and cultural understanding.

SEMESTER 1	SEMESTER 2
<p><u>Questioning and Responding</u> Responding to questions written/orally based on different text types. (Film, written texts) Asking questions about others and responding to questions about one-self.</p> <p><u>Speaking and listening</u> Listening tests/ responding to questions Focus on communication skills Use of correct tense and grammar when speaking Guided role plays Participation in class discussions.</p> <p><u>Language conventions</u> Use of grammar, punctuation, spelling, verb tenses. Correct use of language conventions in writing. Using gender of nouns and definite articles.</p>	<p><u>Questioning and Responding</u> Responding to questions written/orally based on different text types. (Film, written texts, oral texts.) Asking questions about others and expressing one's own interests and ambitions.</p> <p><u>Speaking and listening</u> Listening tests/ responding to questions Focus on communication skills Use of correct tense and grammar when speaking Guided role plays/ poetry competition Participation in class discussions.</p> <p><u>Language conventions</u> Use of grammar, punctuation, spelling, and verb tenses. Correct use of language conventions in writing. Using gender of nouns and definite articles.</p>
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Oral presentation • Listening tests • Personal biography • Study of a film text, Benvenuti al Sud. 	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Oral presentation related to personal biography. • Listening tests. • Grammar introduction of past tense. • Famous Italian presentation.

Technology Subjects

YEAR 8 FOOD TECHNOLOGY

Year 8 Food Technology is a Semester length subject which focuses on the importance of food in our daily lives from both the theoretical and practical points of view.

Students study food safety, fruit and vegetables, methods of cookery and the use of technology in preparing and evaluating food

SEMESTER UNIT
<ul style="list-style-type: none">• Revision of food Safety / Food Hygiene• Kitchen Equipment• Sensory Evaluations• Muffin design• Healthy Eating Models / eating well for the future• Fruit and Vegetables/ herbs and spices• Design a vegetable parcel• Production Plans / Evaluations
Assessment Tasks: <ul style="list-style-type: none">• Foods Folio• Herbs and spices assessment task• Muffin Design• Practical work

YEAR 8 INFORMATION TECHNOLOGY

Students will further develop essential skills in proper file management, naming and saving procedures. Specific skill development will be covered in the following applications: word processing and desktop publishing; drawing and graphics; multimedia, game-making and audio. Student theory will cover contemporary ICT issues and new technologies.

SEMESTER UNIT
<ul style="list-style-type: none">• File management and network refresher– practices for good management, saving and naming of files, using the school network effectively• Word – basic and intermediate tools• Graphics – painting and drawing using Photoshop and Illustrator• Desk Top Publishing – using InDesign to create cards, newsletters, posters and pamphlets• Inspiration – program for creating flow charts, mind and concept maps etc• Animation – using different programs to learn the basics of animation
Assessment Tasks: <ul style="list-style-type: none">• Office tools projects• Graphics projects• Investigation projects

YEAR 8 WOOD TECHNOLOGY

Students in Wood Technology will be given a set of instructions (Design Brief) to design, build and evaluate a project in wood.

A Wood Technology work book is required that will have the project design and a step by step plan that is needed to proceed through each step until completion of the project.

Specific skill development will include measuring and cutting, preparing wood joints, assembling and painting and decorating.

SEMESTER UNIT
<p><u>Skills</u></p> <ul style="list-style-type: none">• Ability to maintain a workbook of sketches, detailed plans and evaluations.• Capacity to follow steps in a production plan.• Demonstrated safe use of wood technology tools.• Ability to prepare materials for construction.• Capacity to assemble with square corners and a good fit.• Ability to decorate by filling, sanding and painting.• Ability to work independently and safely in a wood technology room.
<p>Assessment Tasks:</p> <ul style="list-style-type: none">• Assessment tasks covering tool use and safety issues.• Successful completion of design brief and construction of product.• Maintenance of an organised journal.

Art Subjects

YEAR 8 MUSIC

Year 8 Music is a semester length subject. Students develop appropriate music vocabulary when listening and responding musical works. They perform in a range of styles, and generate and develop ideas when composing their own musical works. They learn a range of practical skills on drums, guitar, keyboard and voice. They learn performance stagecraft and reflect, evaluate and give appropriate peer feedback.

SEMESTER UNIT
<ul style="list-style-type: none">• Listening journal• Elements of music• Aural• Theory
Assessment Tasks: <ul style="list-style-type: none">• Performance - Ensemble and solo• Listening Journal - Elements of music• Theory and Aural Comprehension - Rhythm and melody• The Blues - Research assignment

YEAR 8 VISUAL COMMUNICATION

Year 8 Visual Communication is a semester length subject. Students learn about the elements and principles of design so that they can create industrial, architectural, information, and fashion design products to communicate to a specific audience for a particular purpose. They develop freehand and instrumental drawing skills to explore their ideas and present their design solutions. They explore digital graphics to enhance their presentation skills.

SEMESTER UNIT
<ul style="list-style-type: none">• Visual autobiography• 3D drawing and rendering• Industrial design - Memphis• Poster design• Packaging – shopping bag• Fashion design - Mambo
Assessment Tasks: <ul style="list-style-type: none">• Visual Diary• Paraline drawing• Packaging graphics• Information design

Year 9

Core Subjects:

English

English as an Additional Language

Mathematics

Science

SOSE

Health and PE

Electives:

Athlete Development Program

Drama

Music

Studio Arts Photography

Visual Art

Visual Communication

Dance

Food Technology

Information Technology

Systems

Wood Technology

Textiles

Apps and Game Programming

Italian

Essential English

Our Community

YEAR 9 ENGLISH

Texts, including novels, films and media articles, are selected to introduce challenging questions about the world in which we live. Students are encouraged to use their reading, writing and oral skills to develop responses to these questions. Students will further develop their communication skills by completing writing pieces for various audiences and purposes, and developing language skills. Wide reading of challenging texts is encouraged.

SEMESTER 1	SEMESTER 2
<p><u>Genre – Reality and Suspense</u> What do we think of when we think of a story of reality? What conventions do we expect to find in a suspenseful story? How do authors and film makers construct texts to engage readers and viewers into the plots, characters and settings and themes represented in these genres?</p> <p><u>Reading</u> Students study the novel <u>The Boy in the Striped Pyjamas</u> by John Boyne and consider how the holocaust is represented by the author in this piece of realistic fiction. The film <u>The Sixth Sense</u>, directed by M. Night Shyamalan will be studied, along with other suspenseful texts such as radio plays and short stories, to acquaint students with generic conventions of suspense.</p> <p><u>Writing</u> Students will receive more exposure to essay writing and will write short text response essays.</p> <p><u>Speaking & Listening</u> Students focus on oral and aural communication skills including tone, intonation, use of visuals and audience engagement techniques.</p> <p><u>Language Conventions</u> Students continue to develop grammar, punctuation and spelling to understand how English functions.</p> <p><u>Literacy Focus</u> Students will build on existing, and learn to apply new, explicit strategies to help develop reading comprehension skills to enhance their study of texts.</p>	<p><u>Tales of the City and Convince Me</u> What does Melbourne offer as a setting for fiction? How do authors construct characters that accurately reflect their settings and the values of their times? How does advertising work to engage and influence audiences?</p> <p><u>Reading</u> Students study the novel <u>Runner</u> by Robert Newton and consider plot, characterisation, settings, themes, issues and structure. They also look at short texts – fiction and nonfiction – that relate to Melbourne and Australia. Advertising and how language and visuals are used to persuade audiences is investigated both print and audio-visual texts. (Students will also explore how advertising is used within the city of Melbourne during the City Experience Program)</p> <p><u>Writing</u> Analytical, creative and persuasive written and oral responses, which include essays, short fiction, print and TV ads, descriptive and creative writing, including poetry.</p> <p><u>Speaking & Listening</u> Students focus on oral and aural communication skills including tone, intonation, use of visuals and audience engagement techniques.</p> <p><u>Language Conventions</u> Students continue to develop grammar, punctuation and spelling to understand how English functions.</p> <p><u>Literacy Focus</u> A continuation of building on strategies which enhance the study of texts.</p>
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Reading: Analytical, creative and persuasive written and oral responses, which include text response essays, point of view pieces about issues in texts or narrative writing in the various genres. In Semester 2, emphasis is on developing higher order thinking skills with the creation of an advertising campaign. • Writing: Folio containing three drafted and edited pieces per semester. • Speaking and Listening: Students develop and present a text response, radio play or newscast related to one of the genres and in Semester 2 they present an advertising campaign • Tests 	

YEAR 9 ENGLISH AS AN ADDITIONAL LANGUAGE (FORMERLY ESL)

The Year 9 EAL course is for students for whom English is not their first language. The course is designed to develop skills in reading, writing, speaking and listening. Students study a range of print and visual text. They respond to text in both written and oral form whilst familiarising themselves with the mechanics of the English language. Students are expected to read widely at home to increase their exposure to the English language.

SEMESTER 1	SEMESTER 2
<p>Theme: Overcoming Adversity Students investigate a variety of texts which show how people overcome adversity and challenges in their lives. Students share their own personal journey to Australia.</p> <p>Reading Students study a variety of texts along the semester theme of, "Overcoming Diversity". Set texts are <u>The Girl Against the Jungle</u> and the novel <u>Boy Overboard</u>. In the later, students discuss the difficulties faced by refugees escaping to a new country. They share their own experiences and also look at Australia's migrant Policy. The plight of refugees as a global problem is investigated.</p> <p>Writing Students keep a writing journal and include both personal and narrative pieces. They are introduced to Context writing on the theme of 'conflict' using the text <u>Boy Overboard</u>. A greater emphasis is placed on essay writing with an emphasis on topic sentences and linking of paragraphs. Students also begin a careful analysis of persuasive writing techniques and respond to various current issues.</p> <p>Speaking and Listening Students focus on oral and aural skills with the aim of developing good communication skills. Classroom discussions are an integral part of the course. Students are also required to do individual and group oral presentations.</p> <p>Language Convention Language conventions are built upon from previous years. Grammar structures, extending vocabulary, and reinforcing spelling rules are practised through regular language exercises.</p>	<p>Theme: Power and Revenge Students look at this theme through a variety of texts including poetry, multi-media and plays.</p> <p>Reading Students begin to explore Shakespeare through a, simplified, illustrated version of the play, '<u>Macbeth</u>'. Shakespeare and his time are explored as is the changes in the English language.</p> <p>Writing Students write short plays and complete both short comprehension exercises and extended text responses on the text studied.</p> <p>Speaking and Listening Students focus on oral and aural skills with the aim of developing good communication skills. Classroom discussions are an integral part of the course. Students are also required to do individual and group oral presentations. In this semester, students are required to investigate an issue of their choice and present this to the class.</p> <p>Language Convention Language conventions continue to be built upon from the previous semester. Grammar structures, extending vocabulary, and reinforcing spelling rules are practised through regular language exercises.</p>
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Writing Folio • Written responses to print and visual texts. • Oral Presentations 	

YEAR 9 MATHEMATICS

The Year 9 Mathematics course aims to improve the students' understanding of, and fluency in, the use of number and algebra. They extend this understanding to measurement, linear functions and index laws, and develop their skills in sampling, probability and data-based inquiry.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• Number skills- Revision of year 8 number skills• Pythagoras' theorem- Finding side lengths of right angle triangles• Trigonometry- Using trigonometric ratios sine, cosine and tangent to solve triangle problems• Introductory algebra- Substitution, solving basic equations,• Indices- Index laws, scientific notation	<ul style="list-style-type: none">• Measurement- Perimeter, circumference, area, surface area, volume• Expanding- Removing brackets from algebraic expressions• Factorising- Inserting brackets in algebraic expressions, Types of factorising• Linear graphs- Plotting points, Gradient, sketching straight line graphs• Probability- Theoretical and experimental probabilities
Assessment Tasks: <ul style="list-style-type: none">• Topic Tests• Class exercises• Application problems• Homework	

YEAR 9 SCIENCE

Students study how the human body is regulated, the sensory system functions and how we monitor our body and surrounds. This is expanded to explore how the environment works plus the effects of human activity. Students are introduced to the periodic table and the symbols, properties and common ions of the first elements are covered in detail. Scientific evidence and experiments to support atomic theories and models are examined.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Environmental Systems: This unit develops students' awareness of biology through the exploration of photosynthesis and respiration, greenhouses gasses, global warming and caring for the environment. • Under Control: Students learn about individual organisms, nerves and reflex actions, senses, the brain, chemical messengers in plants and animals. • Atoms and Structure and Properties of Matter: This unit develops an understanding of the chemical world of atoms, elements, isotopes, sub-atomic particles, chemical reactions and different bonding between atoms to form metals, salts and molecules. The periodic table is introduced with specific emphasis on the first 20 elements. Scientific evidence and experiments to support atomic theories and models are examined. 	<ul style="list-style-type: none"> • Light Effects and Communication: Students develop an awareness of the physics of light, reflection, lenses, focusing images, the eye, colour, sources of light such as globes, and fluoro tubes. Modern fibre optic communication is included and the introduction to the electromagnetic radiation spectrum that includes light, heat, UV-light, radio waves, microwaves, X-ray's. Forms of communication and AM/FM radio are discussed as are digital technologies. • Issue and Ethics: This unit develops and understanding of environmental, social, political, economic and ethical issues and explains the process by which people develop their own ethical positions. • Forensic Files: this unit describes the techniques use d to solve crimes and the relevant areas of science and technology such as SDNA, chromatography, blood grouping and CT scanners.
<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Experimental Reports • Assignments • Tests • Organised and completed workbook 	

YEAR 9 SOSE

In Year 9 students take an in-depth study of History and Geography. They will study themes in Australian history, ranging from the first Australians and early settlement to our participation in World War 1. In Geography, the use and management of the major natural resources of water and coasts are studied. The impact of resource use is studied through the case studies of tourism and pollution.

SEMESTER 1	SEMESTER 2
<p>AusVELS History: <i>The Making of the Modern World</i> Overview Content:</p> <ul style="list-style-type: none"> • The nature and significance of the Industrial Revolution, its effect on living and working conditions, including within Australia • The nature and extent of the movement of peoples in the period • The extent of European imperial expansion and different responses, including the Asian region • Emergence and nature of significant economic, social, political ideas in the period, including nationalism <p>Depth Study 1: Making a better world? Students investigate how life changed in the period in depth through the study of ONE of these major developments:</p> <ul style="list-style-type: none"> • The Industrial Revolution (1750-1914) • Movement of peoples (1750-1901) • Progressive ideas and movements (1750-1918) <p>The study includes the causes and effects of the development, and the Australian experience.</p> <p>Depth Study 2: Australia and Asia Students investigate the history of Australia OR an Asian society in the period 1750 – 1918 in depth.</p> <p>Depth Study 3: World War 1 Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.</p>	<p>Geography:</p> <ul style="list-style-type: none"> • Coastal systems This unit looks at coasts, their geographic characteristics, their use and management and changes that are occurring in different locations, using Australian examples. Some fieldwork will be undertaken during this unit. • Water In this unit we look at the importance of water to Australia. We look at the use and management of water and the conflicts that might arise. We also look at the issues of water and sanitation worldwide, and the impacts that occur as a result of a lack of these basic human needs. • Tourism This unit looks at sites that are popular tourist attractions and the impact on people and the environment from tourism. • Pollution This unit looks at various sources of pollution; their causes and effects; and strategies used to try and manage the problem.
<p>Assessment tasks</p> <ul style="list-style-type: none"> • Workbook • Presentations • Research projects • Topic tasks/tests • Skill Builders 	

YEAR 9 HEALTH AND PHYSICAL EDUCATION (HAPE)

Throughout Year 9 students are given the opportunity to demonstrate proficiency in the execution of movement skills during complex activities. They also have the opportunity to demonstrate advanced skill in selected physical activities. They participate in sport, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They employ and devise skills and strategies to counter tactical challenges in game situations. Students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships.

SEMESTER 1	SEMESTER 2
<p>Throughout the semester students will participate in a one week unit of Minor Games along with three week units of the following sports on a rotational basis.</p> <ul style="list-style-type: none"> • Basketball • Badminton • Archery • Lacrosse • Tennis <p>In addition to being physical active, students spend six double lessons on the following health topics.</p> <ul style="list-style-type: none"> • Sexual Health • Drug Education 	<p>Throughout the semester students participate in three week units of the following sports on a rotational basis.</p> <ul style="list-style-type: none"> • Ten Pin Bowling and Fitkick Training • Hockey • Golf • Football Codes • Minor Games <p>In addition to being physical active, students spend six double lessons on the following health topics.</p> <ul style="list-style-type: none"> • Dare to be Different-Personal Identity • Mind your own Business
<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Topic Tests • Assignment-Research Task • Skills Test 	

YEAR 9 ATHLETE DEVELOPMENT PROGRAM

Student athletes continue to develop skills in preparing them both physically and mentally for elite level sport. The specific focus for physical preparation and conditioning is: “Developing Independence”. Athletes progress to an “Individual Exercise Program” specific to their needs. Focus for mental preparation is “Overcoming Adversity & Injury” with sessions on: Sports Nutrition, Sports Psychology and Teamwork/Leadership/Confidence training.

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • Exercise Technique - Core Stability, Resistance, Weakness and rehab sessions • Fitness testing • Overcoming Adversity: Sports Nutrition, Sports Psychology and Teamwork/Leadership/Confidence Training 	<ul style="list-style-type: none"> • Maintenance of Power, strength, specific speed, agility, recovery and endurance. • Fitness testing • Understand exercise program (documenting sessions) • Fitness based run “St Kilda Foreshore” • Overcoming Adversity: Sports Nutrition, Sports Psychology and Teamwork/Leadership/Confidence Training
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Fitness & Fitness testing • Exercise Program Adherence • Nutrition, Sports Psychology and Teamwork/Leadership/Confidence sessions. 	

YEAR 9 DRAMA

Students will learn about contemporary performance styles to communicate ideas in drama. Through research and investigation of themes and issues they will apply theatrical techniques and stagecraft to communicate meaning. Using appropriate performing arts language students will respond to and analyse their own and other students' work, offering ideas and suggestions for refinement and development.

SEMESTER UNIT
<ul style="list-style-type: none">• Contemporary Performance Styles• Stagecraft• Elements of Drama• Issues in Drama
Assessment Tasks: <ul style="list-style-type: none">• Learning Journal• Reflecting, Responding & Researching• Performance Presentations

YEAR 9 MUSIC

Students explore and respond to music from a range of styles, forms, times, traditions and cultures. They use research to inform their concept of style and develop appropriate music vocabulary. Students learn a range of practical skills on drums, guitar, keyboard and voice, and explore their strength as a performer in both solo and ensemble works.

SEMESTER UNIT
<ul style="list-style-type: none">• Elements of Music• Pitch• Rhythm• Tones and Semitones
Assessment Tasks: <ul style="list-style-type: none">• Performance<ul style="list-style-type: none">○ Ensemble and solo• Listening Journal<ul style="list-style-type: none">○ Elements of music• Theory and Aural Comprehension<ul style="list-style-type: none">○ Rhythm and melody• Style/Genre Research and Presentation<ul style="list-style-type: none">○ Research assignment

YEAR 9 STUDIO ARTS PHOTOGRAPHY

Students learn about digital photography from using a camera to printing high quality photographs. They study the elements and principles of art and apply their understanding to subject matter and composition and explore mood, movement and atmosphere in their work. They study the work of artists working in photography from pre-digital times to today.

SEMESTER UNIT
<ul style="list-style-type: none">• Photographic conventions• Portraiture• Landscape• Photographic journalism• Photographic artists
Assessment Tasks: <ul style="list-style-type: none">• Visual Diary• Portraiture• Landscape• Research report

YEAR 9 VISUAL ART

Students use their visual diary to explore ideas and develop skills that involve the elements of art. They explore and extend media and techniques to create individual art work. They study how and why artists make artworks and present art ideas in an assignment. They develop suitable vocabulary in order to self- evaluate and appreciate the art of others.

SEMESTER UNIT
<ul style="list-style-type: none">• Elements of Art• Observational drawing• Portraiture• Expressionism – printmaking• Urban Aboriginal Art – painting• Architecture – place of worship• Pop Art –badge making
Assessment Tasks <ul style="list-style-type: none">• Visual Diary• Folio of Artwork• Art Appreciation – a collection of responses

YEAR 9 VISUAL COMMUNICATION

Students use the design process to respond to a variety of tasks related to the visual world. Observation, research, exploring ideas and developing design solutions encourage students to problem solve. They develop a range of freehand, instrumental and digital drawing skills, and learn to effectively present designs to suit the purpose, audience and context.

SEMESTER UNIT
<ul style="list-style-type: none">• Swing tag design• Packaging graphics• Interior design - bedroom• Tricky Typography – t-shirt design• Architecture – bus shelter design• Fashion design – ‘sneaker freeker’ shoe design
Assessment Tasks <ul style="list-style-type: none">• Visual Diary<ul style="list-style-type: none">○ Record of class and homework• Packaging graphics<ul style="list-style-type: none">○ Rush health drink• Perspective drawing<ul style="list-style-type: none">○ Bedroom design• Fashion design<ul style="list-style-type: none">○ Tricky typography

YEAR 9 DANCE

Dance explores movement as a creative art form. Students have opportunities to develop body movement awareness, proper body alignment, physical strength, flexibility, and endurance, while exploring expressive movement and basic modern dance technique. Through dance ensemble work, students use creative skills to create and communicate ideas through movement. Students experience the role of both choreographer and dancer and have opportunities to present their work to an audience. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of career opportunities in dance as well as connections with other art forms and subject areas.

SEMESTER UNIT
<ul style="list-style-type: none">• Safe dance, including warming up and warming down, and safe stretching• Body alignment,• Basic dance anatomy• Dance styles e.g. ballet, contemporary, jazz, Broadway and hip hop• Group dance piece through structured improvisational practical lessons
Assessment Tasks <ul style="list-style-type: none">• Dance performance• Folio containing written and/or visual examples of their work.• Topic Tests• Design a warm up- practical task.

YEAR 9 FOOD TECHNOLOGY

This semester length Food Technology unit focuses on the importance of food in our daily lives. During the semester students will build on the foundation skills learnt in food technology during years 7 and 8. Students will focus on International food and be required to complete a research task on a chosen country/cuisine. Students will be required to work independently on both practical and written components of the subject.

SEMESTER UNIT
<ul style="list-style-type: none">• Foods from near and far• Safety and hygiene• Methods of cookery• Sensory terms• Healthy living pyramid /eating well for the future.• Production plans /evaluations
Assessment Tasks: <ul style="list-style-type: none">• International foods assignment• Production folio (work book)• Celebration cake design• Practical work

YEAR 9 INFORMATION TECHNOLOGY

Students are introduced to computer theory and contemporary issues in ICT. Specific skill development and approaches to creating solutions will be covered in the following applications: word processing and desktop publishing; photo manipulation and graphics; databases: spread sheets; animation.

SEMESTER UNIT
<ul style="list-style-type: none">• Word processing – using more medium and advanced level features to enhance documents and use the program more efficiently• Spread sheets – some basic functions and features, more comprehensive charting• Drawing techniques – use of the main drawing tools and how they can be used to create and enhance graphic images – Illustrator mainly• Photo manipulation – basic level techniques using Photoshop to enhance images including use of text, shapes and textures• Animation – using Flash to create simple animations to promote or advertise• Desk Top Publishing – use InDesign to create an informative product• Theory and literacy related to the above areas
Assessment Tasks <ul style="list-style-type: none">• Word processing and spread sheet folios• Production of persuasive images – Illustrator and Photoshop• Production of an animation using Flash• Production of a pamphlet/poster• Research project

YEAR 9 SYSTEMS: MAKE IT GO

During the semester students will learn about safety, tools, sustainable energy, electricity, circuits, gear ratios and much more. Students will use this information to design and make their very own dragster and automatic bubble blower. The dragster cars will be raced and it is up to the students to pick the gear ratios to determine speed. The bubble blower continually makes bubbles at what speed you set using gears and motors.

SEMESTER UNIT
<ul style="list-style-type: none">• Electricity• Gears• Soldering• Safety
Assessment Tasks <ul style="list-style-type: none">• Folio• Project• Risk Assessment

YEAR 9 WOOD TECHNOLOGY

Students in Wood Technology will be given a set of instructions (Design Brief) to design, build and evaluate a major project in wood. A Wood Technology work book is required that will have the project design and a step by step plan that is needed to proceed through each step until completion of the project and to make regular journal entries. Specific skill development will include measuring and cutting, preparing wood joints, assembling and painting and decorating.

SEMESTER UNIT
<ul style="list-style-type: none">• Ability to maintain a workbook of sketches, detailed plans and evaluations.• Capacity to follow steps in a production plan.• Demonstrated safe use of wood technology tools.• Ability to prepare materials for construction.• Capacity to assemble with square corners and a good fit.• Ability to decorate by filling, sanding and painting.• Ability to work independently and safely in a wood technology room.
Assessment Tasks: <ul style="list-style-type: none">• Assessment tasks covering research, design and marketing.• Successful completion of design brief and construction of a major wood project.• Maintenance of an organised journal.

YEAR 9 TEXTILES

In this semester long subject students will learn how to work with a range of fabrics to complete a variety of practical assessment. Students will complete a research assignment on different fabrics that are used in the textiles industry. Upon completion of this unit students will be able to independently thread a sewing machine, work a range of fabrics, hand sew, follow basic instructions to complete a textiles product. Students will be required to work independently on both practical and written components of this subject.

SEMESTER UNIT
Topics <ul style="list-style-type: none">• Safety in the textiles room• Hand sewing• Applique• How to prepare fabric• Fabric and Fibre• Evaluation
Assessment Tasks: <ul style="list-style-type: none">• Research assignment: Fabric• Pouch• Pillowcase• Soft Toy

YEAR 9 APPS AND GAMES PROGRAMMING

Students will gain an understanding of how to use code to produce games. They would undertake a structured course to learn the process of producing online games. The students would also gain an understanding of how to use Visual Basic for writing code to produce games. GameMaker will be used to develop games such as Pong, Pac Man and Space Invaders. GameSalad and Xcode will be used to allow students to download games to iPads and iPods.

SEMESTER UNIT
<ul style="list-style-type: none">• GameMaker• X-code• GamesSalad
Assessment Tasks <ul style="list-style-type: none">• Game Development Projects• Research Project• Coding Skills

YEAR 9 LOTE (ITALIAN)

The Italian course in year 9 aims to focus on the language and culture of Italy and its people. Students will continue to develop skills in basic Italian and grammar with the focus on communication. Students also explore aspects of the culture, migration and history of Italy. The activities provided allow learners to build on previously learned skills, knowledge and cultural understanding.

SEMESTER UNIT	
<p><u>Questioning and Responding</u> Responding to questions written/orally based on different text types. (Film, written texts) Asking questions about others and responding to questions about one-self.</p> <p><u>Speaking and listening</u> Listening tests/ responding to questions Focus on communication skills Use of correct tense and grammar when speaking Guided role plays Participation in class discussions.</p> <p><u>Language conventions</u> Use of grammar, punctuation, spelling, verb tenses. Correct use of language conventions in writing. Using gender of nouns and definite articles.</p>	<p><u>Questioning and Responding</u> Responding to questions written/orally based on different text types. (Film, written texts, oral texts.) Asking questions about others and expressing one's own interests and ambitions.</p> <p><u>Speaking and listening</u> Listening tests/ responding to questions Focus on communication skills Use of correct tense and grammar when speaking Guided role plays/ poetry competition Participation in class discussions.</p> <p><u>Language conventions</u> Use of grammar, punctuation, spelling, and verb tenses. Correct use of language conventions in writing. Using gender of nouns and definite articles.</p>
<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Oral presentation • Listening tests • Grammar tasks: past tense. • Major assessment 	

YEAR 9 ESSENTIAL ENGLISH

The focus of this subject is to provide additional support to students to improve their reading, writing and communication skills. Text study is designed to equip students with reading strategies to improve literacy skills. Writing activities cover a range of forms and explicitly focus on generic conventions. Students also develop grammatical, structural and spelling skills through a range of exercises and activities.

Students are recommended for this subject by their English teacher and through the recommendation of the Literacy Coordinator. This is a Semester Unit subject and is incorporated in the Elective block.

SEMESTER UNIT
<p>Semester Topics:</p> <ul style="list-style-type: none">● Explicit teaching and regular application of reading comprehension strategies including: visualisation, activating prior knowledge, prediction, questioning, analysis of text structures and features, questioning and summarising● Explicit teaching of writing skills for a variety of academic genres: informative, argumentative and persuasive essays● Text study (novel, short stories, poetry, nonfiction texts) - discussion and analysis● Spelling strategies and rules● Grammar and punctuation
<p>Assessment Tasks</p> <ul style="list-style-type: none">● Language analysis of poetry● Text-based essays (character sketch and theme-based essays)● Persuasive Essay and oral presentation● Tests on spelling and grammar

YEAR 9 OUR COMMUNITY-OUR WORLD

This elective explores the local community and enables students to learn more about community services and how they operate, and volunteer work. After some initial research and planning, students will go out into the local Maribyrnong community and volunteer at a number of community based organisations. Students gain personal skills, meet new people, experience challenges while making a difference to the people in the community. As this is a pilot program for 2013, students undertaking this elective will be encouraged to help develop the content and will be encouraged to think creatively about their volunteer roles.

SEMESTER UNIT
<p>Semester Topics</p> <ul style="list-style-type: none">● What is a 'Community'?● What community agencies service the local community?● Community services for young people● Volunteering – understanding what volunteers do● Volunteering in Australia and Abroad● Identifying a need in the community –planning a project
<p>Assessment Tasks</p> <ul style="list-style-type: none">● Journal● Research Assignments● Planning a project